به نام خدا

Reading Comprehension through Syntax

درک مطلب روخوانی بر مبنای "نحو"

تا لیف

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1385

تهران

ایران

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به نام خدا

مقدمه

دو مهارت اصلی در زبان وجود دارد:

مهارتهای Receptive یعنی روخوانی و شنیداری

مهارتهای Creative یعنی گفتاری و نوشتاری.

هدف از درس زبان دانشگاهی درک مطلب روخوانی است تا فراگیران قادر باشند از مراجع علمی مرتبط با تخصص خود بهره بگیرند. درک مطلب متون بدون بررسی دستور زبان امری نا ممکن است و یادگیری گرامر هم خارج متن بی فایده است. زیرا اصل مهم یادگیری در هر زمینه علمی، پیدا کردن ارتباط مفاهیم تئوری و کارایی آنهاست و دستور زبان هم از این قاعده مستثنی نیست. آموختن نکات ریز و درشت گرامر انگلیسی تا وقتی به مرحله کمک به درک مطلب Comprehensionنرسد بسیار فرار و بی حاصل است.

در تدوین این کتاب سعی شده تا مفاهیم از کل به جز بررسی شود یعنی بحث را با جمله و اجزا آن شروع کرده ایم.

قبل از شروع، سعی کنید پاسخ چند سوال زیر را در دستور زبان فارسی بیاد بیاورید. سپس پاسخ خود را با تعاریف این اصطلاحات در انتهای کتاب مقایسه کنید.

1- نهاد Subject چیست؟

2- فعل Verb چه تعریفی دارد؟ فرق فعل کمکی auxiliary با فعل اصلی چیست؟

3-مفعول object چیست؟

4- چه افعالی احتیاج به مفعول دارند؟ مثال بزنید.

5- قید چه تعریفی دارد؟محل قیدها در جمله کجاست؟

6- فرق ترکیب با تجزیه چیست؟

7- فرق عبارت phrase با جمله واره Clause چیست؟

هدف از طرح این سوالات آنست که بدانیم یادگیری زبان دوم بر مبنای درک **آگاهانه** ما از ساختارهای نحوی دستور زبان مادری است.

اجزا جمله:

ما می توانیم کلمات هر جمله ایی را دسته بندی کنیم و حداکثر در چهار گروه قرار دهیم و این امر به تعداد کلمات جمله بستگی ندارد. این چهار گروه عبارتند از:

الف- نهاد: جنس کلمه در فر هنگ لغات Noun است.

ب- فعل:جنس کلمه Verb است.

ج- مفعول: جنس کلمه Noun است.

د- قید : جنس کلمه Adverb است.

یعنی اسم هم می تواند نقش نهاد داشته باشد و هم نقش مفعول.

مهمترین گروه در این گروهها، فعل است. در حقیقت می توان ادعا کرد فعل کلمه کلیدی جمله است و از نظر بررسی و یادگیری در اولویت قرار دارد. یعنی اگر لیستی از لغات داشته باشید و فرصت یادگیری تمام آنها را ندارید اولویت را به فعل بدهید. چون اگر فعل جمله را بشناسید می توانید حدس صائبی در مورد معنی سایر کلمات بدست آورید و یا اگر نوع فعل را بدانید می توانید وجود یا عدم وجود سایر اجزا جمله را حدس بزنید.

در نگارش این کتاب از کلیه کتب تدریس شده برای زبان عمومی در دانشگاههای آزاد، تهران، شهید بهشتی و پیام نور از انقلاب فرهنگی تا کنون استفاده شده است. بالاخص سه منبع/ سایت زیر کلیدی هستند و این منابع برای مطالعه بیشتر به فراگیران توصیه می شود:

برای متون و داستانهای کوتاه آموزش زبان انگلیسی:

Rong-Chang Li & Bill Bailey.Free ESL Stories and Exercises. http://www.rong-chang.com/qa2 (1994 – 2006)

برای تمرینات گرامری:

Krohn Robert. English Sentence Structure. USA The University of Michigan Press. 1971

برای دیاگرامهای نحوی:

Dobbs, Elizabeth. Syntax Analysis http://web.grinnell.edu/individuals/dobbs/drsyntax/trans1.html (1998-2006)

برای دیاگرامهای درک مطلب :

Col, Jeananda. Graphic Organizers. http://www.EnchantedLearning.com (1998-2005)

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فصل اول

نهاد

نگاه کلی به این فصل:

نهاد اسمی است که خبری راجع به آن داده می شود. جواب سوال زیر ، "نهاد" است.

John called the girl. WHO called? John=>subject

The book was read. What was read? The book=>subject

در گروه نهاد می توان هر یک از اقلام زیر را قرار داد:

*اسم:

1- اسم خاص مثل Professor Miller

2- اسم عام غیر قابل شمارش مثل: coffee

3- اسم عام قابل شمارش جمع مثل: apples

4-اسم عام قابل شمارش مفرد که حتما باید با یک حرف تعریف بیاید. مثل :

The apple

An apple

My apple

This apple

5-ضمیر مثل:He

6- صفت جانشین اسم:The old

*اسم توصیف شده:

1- مضاف و مضاف الیه:.The classroom is big

2-صفت و موصوف:.The big girl eats a lot

3- صفت و موصوف وقتی صفت یک عبارت است: .The man in the blue dress came

4-صفت و موصوف که صفت جمله واره است: .The man who is sitting there is my student

*جمله واره:

That they are good students is known to everybody.

*عبارت مصدری:

To understand this lesson is difficult /Understanding this lesson is difficult.

*نهاد کاذب:

It is not difficult to study English.

در انتهای این فصل باید بتوانید:

الف: اسم قابل شمارش و غیر قابل شمارش و مفاهیم نحوی آنها را تعریف کنید.

ب: اسم جمع و اسم مفرد را از نظر تاثیر بر روی سایر ارکان جمله بشناسید.

ج- صفت و موصوف –مضاف و مضاف الیه را در جمله افتراق دهید.

د- عبارت اسمی و جمله واره اسمی را درجمله شناسایی کنید.

و- ضمیر و انواع آنرا بشناسید.

ز- تعداد نهاد را در جمله های مرکب و پیچیده مشخص کنید.

ح- واحد نهاد را در جمله تشخیص دهید.

اسم در نقش نهاد

اسم قابل شمارش Count Nouns و غیر قابل شمارش Uncountable nouns= mass nouns:

در زبان انگلیسی هر اسمی در یکی از دو گروه قابل شمارش و غیر قابل شمارش قرار می گیرد. مثلا اسامی مثل"شکلات، برنج، نان، کره، گچ و..." غیر قابل شمارش هستندو چنانچه بخواهیم آنها را بصورت جمع بیاوریم باید یک تکه، یک قالب، یک پاکت را به آنها اضافه کنیم. این اسامی باید حفظ شوند. مثلا نباید با استناد به اینکه Pea به معنی نخود را نمی شماریم آنرا غیر قابل شمارش بدانیم!ا بادام Almond هم شمرده نمی شود ولی قابل شمارش به حساب می آید.

بعضی از اسامی غیرقابل شمارش جمع بسته می شوند یا عدد می گیرند. مثلا کلمه قهوه coffee یک اسم غیر قابل شمارش است ولی اگر در رستورانی باشید و دو فنجان قهوه بخواهید ، می گویید:

Two coffee, please.

اینکه اسمی قابل شمارش باشد یا خیر از نظر "نحو" یا "ترکیب" مهم است زیرا بر روی دو جز جمله اثر دارد : فعل و صفت مبهم(صفت اشاره نا معین).

در جدول 1-1 تغییرات "تحمیل" شده به جمله به واسطه اسم آورده شده است.

* Some در سوالاتی می آید که انتظار جواب مثبت وجود دارد.

Would you like some apples? Yes, please.

**Many/Much: در موارد جمله منفی، جمله سوالی و اسم در نقش فاعل بکار می رود .

*** a lot of/ lots of : در تمام جملات مثبت،منفی، سوالی کاربرد دارد.

جدول1-1- صفت مبهم و تغییراتی که به اجزا جمله تحمیل می کند:

صفت مبهم	اسم قابل شمارش	اسم غیر قابل شمارش
Some* به معنی مقداری در جمله خبری و سوالی	Some apples **grow** here. اسم جمع + فعل جمع	Some milk **is** here. اسم غیر قابل شمارش که جمع بسته نمی شود + فعل مفرد
Any به معنی هیچ (در جمله سوالی و منفی)	**Do** any apples **grow** here? اسم جمع + فعل جمع	**Is** any of the ink red? اسم غیر قابل شمارش که جمع بسته نمی شود + فعل مفرد
**Many تعداد زیاد	Many apples **grow** here.	با اسم غیر قابل شمارش نمی آید.
**Much مقار زیاد	با اسم قابل شمارش نمی آید.	Much milk **is** here.
***A lot of Lots of مقدار زیاد	A lot of apples **grow**.	A lot of milk **is** here.
A few = تعداد کم few = تقریبا هیچ	A few apples **grow**.	با اسم غیر قابل شمارش نمی آید.
A little =مقدار کم little = تقریبا هیچ	با اسم قابل شمارش نمی آید.	A little milk **is** here.
another	Another apple **grows**. Another two apples **are** needed.	با غیر قابل شمارش نمی آید.
Other	Other apples **grow**.	اگر با Some /any بیاید: Some other time- some other work
The Other	The other apples grow. The other apple grows.	با اسم غیر قابل شمارش نمی آید.

تمرین1-1: جایگزینی مناسب را مطابق مدل انجام دهید:

Model: Would you like <u>an apple</u>?

Teacher: Some bread

Student: Would you like <u>some bread</u>?

1- An orange
2-some orange juice
3-some coffee
4-a sandwich
5-some tomato juice
6-some soup
7-a hot dog
8-a banana
9-some tea
10-some sugar
11-an egg
12- Some fruit
13- Some milk

تمرین1-2 را با انتخاب صفت مبهم جایگزینی مناسب را انجام دهید:

Model: He buys <u>a house.</u>

Teacher: Apples

Student: He buys some apples.

1- table
2- chairs
3- furniture
4- tomatoes
5- tomato soup
6- bananas
7- bread
8- cheese
9- book
10- books
11- soap
12- toothbrush
13- toothpaste
14- orange juice
15- coffee
16- milk
17- sandwich
18- butter
19- car
20- chalk

برای آنکه اسامی غیر قابل شمارش را بشماریم مجبوریم برای آنها ظرفی در نظر بگیریم.

A cup of coffee
A slice of bread
A loaf of bread
A piece of paper
A bottle of ink
A piece of chalk
A bar of soap
A kilo of butter
A tube of toothpaste

تمرین 1-3:جایگزینی مناسب را انجام دهید:

Model: That store sells <u>pens</u>. You can buy a pen there.

Teacher: ink

Student: That store sells ink.* You can buy a bottle of ink there.

1- apple	7- fruit	13- chair
2- coffee	8- soap	14- table
3- milk	9- apple	15- furniture
4- banana	10- butter	16- tomato
5- bread	11- tea	17- tomato juice
6- orange	12- radio	18- fruit

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* در زبان انگلیسی اسم گروه یعنی اسم ذات و ملموس نیست بلکه اسم معنی یا انتزاعی یا اسم مفهوم است. یعنی حرف تعریف برای آن الزامی نیست. در صورتیکه در زبان فارسی اسم گروه اسم ذات به حساب می آید.

تمرین 1-4: جایگزین نمایید:

به جای A small number عبارت A few

به جای A small quantity عبارت A little

به جای A large number عبارت Many/A lot of

به جای A large quantity عبارت Much/A lot of

MODEL1: I need a small quantity of sugar. ---> I need a little sugar.

MODEL2: I didn't see a large number of students. ---> I didn't see a lot of students.

چون جمله مدل دو منفی است می توان Many را هم بکار برد.

1- They have a small quantity of money.
2- He has a small number of apples.
3- We don't have a large number of classes today.
4- We need a large quantity of bread.
5- Do you drink a large quantity of milk?

6- Does John have a small quantity of ties?
7- Mary drinks a small quantity of coffee.
8- We usually buy a small number of bars of soap.
9- We usually buy a small quantity of soap.
10- He doesn't usually buy a large number of pencils.
11- John doesn't eat a large quantity of fruit.
12- Americans don't drink a large quantity of tea.
13- Mary doesn't have a large number of books.
14- Children need a large quantity of milk.
15- John doesn't drink a large quantity of fruit juice in the morning.
16- This newspaper doesn't give a great deal of news.

تمرین 1-5: طبق مدل جایگزین کنید.

MODEL:

Teacher: Are all of the books here?

Student: No not all of the books are here. Only some of them are here.

Teacher: Is any of the chalk green?

Student: No, none of the chalk is green. All of it is white.

ترجمه تحت اللفظی "نه همه کتابها اینجا هستند".(غلط)

ترجمه اصطلاحی:" همه کتابا اینجا نیستند". (صحیح)

1- Are any of the questions difficult?
2- Do many of the students live in an apartment?
3- Are any of the students sick؟
4- Do many of the students write letters?
5- Was much of the discussion interesting?
6- Are many of the books open?
7- Are any of the apples good?
8- Is any of the ink red?
9- Are all of the pencils long?
10- Do any of the students eat breakfast in class?
11- Is any of the bread soft?

12- Are all of the books green?

13- Is much of the furniture new?

14- Were many of the students at the meeting?

15- Are any of the stories interesting?

16- Is all of the news good?

17- Did the students eat much of the fruit?

اسامی جمع و مفرد:

مقوله جمع و مفرد برای اسمی قابل شمارش مطرح است. اسم قابل شمارش مفرد حتما بایکی از سه مورد زیر می آید:

1-حرف تعریف

2-صفت اشاره

3-صفت ملکی

اسم قابل شمارش جمع با آوردن S به اسم حاصل می شود. ولی اسامی هم وجود دارند که از نظر شکل جمع، بی قاعده حساب می شوند و به آنها Irregular noun می گویند. چند قلم از این اسامی در زیر آمده است.

جدول1-2: اسامی جمع بی قاعده.

مفرد	جمع
Man	men
gentleman	gentlemen
policeman	policemen
businessman	businessmen
woman	women
child	children
wife	wives
knife	knives
loaf	loaves
shelf	shelves
foot	feet
tooth	teeth
mouse	mice
sheep	sheep

fish	fish

نکته اول : اسامی People/police/clothes شکل مفرد ندارند یعنی فعل این اسامی باید جمع آورده شود.
نکته دوم: News (خبر) اسم غیر قابل شمارش است و با فعل مفرد می آید.

تمرین1-6: لغات زیر را در جملات جایگزین کنید. ممکن است در این جایگزینی نیاز به تغییر سایر اجزا وجود داشته باشد.

MODEL: The man <u>is</u> here.

Teacher: are

Student: The men are here.

1- the child	12- the news	23- good
2- the people	13- the man	24- here
3- interesting	14- happy	25- the police
4- the news	15- are	26- the man
5- bad	16- the woman	27- were
6- the tooth	17- the women	28- the knife
7- are	18- the children	29- the children
8- were	19- is	30- was
9- good	20- the wives	31- the woman
10- the knives	21- is	32- the police
11- is	22- the people	

صفت در نقش نهاد

هر کلمه ایی که اسمی را توصیف کند صفت است. پس می توان موارد زیر را نوعی صفت دانست:

1- حرف تعریف Article

2-صفت مبهم Undefined adjective

3- صفت اشاره Demonstrative adjective

4-صفت ملکی Possessive adjective

5-صفت معمولیDescriptive adjective

6-صفات مشتق از فعل(فاعلی و مفعولی) Participles

صفتها یا قبل از اسم خود می آیند یا بعد از فعل ربطی و عبارات و جمله واره های وصفی.به مجموعه زیر دقت کنید:

صفت اشاره/حرف تعریف صفت مبهم صفت اول صفت دوم اسم

The/This other very big old man comes from Peru.

کل این مجموعه در حکم گروه اسم است یعنی تمام کلمات قبل از اسم برای توصیف آن آمده اند. در مثال بالا صفت اول ربطی به صفت دوم ندارد و صفات به ترتیب زیر از چپ به راست می آیند:

رنگ سن اندازه منشا جنس هدف مضاف اسم

Big old red American plastic swimming sports suit

لباس ورزشی شنای آمریکایی پلاستیکی قرمز رنگ کهنه بزرگ!

گاهی قیدی برای توصیف صفت اول می آید مثل:

Very good man

Cleanly cooked fish

Deeply seated complexes

انواع صفت:

1- حرف تعریف: نشان می دهد که آیا شنونده اسم را می شناسد (معرفه) یا برای اولین بار با آن آشنا شده(نکره).

The man **A** man/**an** idea

اسم به طرق مختلف معرفه می شود. گاهی یک جمله یا یک عبارت ، اسم را معرفه می کنند و گاهی اسم منحصر بفرد است . به مثالهای زیر توجه کنید:

I bought a book. **The book** is about animals.

The book on Mr. Allen's desk is yellow.

I like **the hat** that you are wearing.

Is **the door** open? (The room has just one door)

The Caspian Sea

The blue sky

The sun

The best

The first

The history of Iran

The west is known as developed countries.

The Mississippi River is in the United States.

The Dominican Republic is in Latin America.

The Netherlands is in Europe.

در موارد زیر اسم هیچ نوع حرف تعریف نمی گیرد:

1- قبل از اسم غذا Breakfast-lunch

2- اسم بازی Football/tennis

3- کلمات خاص در معانی خاص مثلا برای دانش آموز که به قصد تعلیم و تعلم به مدرسه می رود مدرسه حرف تعریف نمی گیرد. ولی برای کسی که کتابی را در خیابان پیدا کرده و آنرا به مدرسه تحویل می دهد، مدرسه حرف تعریف می خواهد.

I go to the school where he studied.

I go to school.

4- با اسامی خاص Mr. Smith

5- زبانها I like English.

6-اکثر کشورها .Mary is going to Argentina

7-اسم خیابان John lives in State Street .

8- ساعت. He goes to class at 8 o'clock.

9-اسم قاره ها The Netherlands is in Europe.

10-اسم دانشگاه های یک کلمه ایی Harvard University

11- اسم معنی(یعنی اسمی که قابل لمس و شمارش نباشد و به گروه یا مفهوم اطلاق شود) مثل:

I like coffee.

که قهوه در اینجا به کل مفهوم این نوشیدنی اطلاق می شود.

تمرین 1-7: کدامیک از اسامی زیر با حرف تعریف The در جمله جایگزین می شوند؟

MODEL: I am going to see the professor.

Teacher: Professor Miller

Student: I am going to see Professor Miller.

1- Doctor Allen
2- Miss Smith
3- United States
4- Canada
5- Pacific Ocean
6- Pennsylvania Avenue
7- Fifth Avenue
8- New York City
9- South America
10- Colombia
11- Islamic Azad university
12- Movie

تمرین 1-8: کدامیک از اسامی زیر با حرف تعریف The در جمله جایگزین می شوند؟

MODEL: John is studying music.

Teacher: music of Mozart

Student: John is studying the music of Mozart

1. philosophy
2. Philosophy of Aristotle
3. History
4. History of Thailand
5. Music
6. music of Mexico
7. Mexican music
8. algebra
9. art
10. art of Netherlands
11. architecture
12. architecture of Greece
13. Greek architecture
14. English
15. Japanese

2-صفت مبهم یا صفت اشاره نا معین:

Indefinite Demonstrative Adjectives

صفاتی هستند که به طور مبهم و نا معین به اسمی اشاره می کنند(جدول1-1). مثل صفات مبهم همراه :

با اسم جمع: Some- another- other- such- any

با اسم مفرد:Some- another- other- **a/an** – such- any

همانطور که می بینید، حرف تعریف هم در گروه صفت اشاره نا معین قرار می گیرد.

تمرین1-9: با توجه به معنی جمله مدل ، تغییر لازم را ایجاد کنید.

MODEL: John is reading a magazine now.

جان مشغول خواندن مجله ایی در حال حاضر است.

He is going to read another one tomorrow.

تغییر: او می خواهد یکی دیگر (مجله ایی دیگر) را فردا بخواند.

1. Mr. Miller is writing a letter now.
2. George is reading a book now.
3. Tom is visiting a museum now.
4. Bill is attending a concert now.
5. Mr. Ross is eating a sandwich now.
6. Mr. King is drinking a cup of coffee now.
7. Mr. Taylor is painting a picture now.
8. John is studying a lesson in the grammar book now.
9. George is learning a conversation now.
10. Miss Ford is buying a book now.
11. Mrs. Miller is singing a song now.
12. The students are practicing a conversation now.

تمرین 1-9: با توجه به مدل کاربرد کلمه The other one را تمرین کنید.

MODEL: Mr. Allen is going to write two letters. He is writing one now.

Student: He's going to write the other one tomorrow.

1. Mrs. Taylor is going to paint two pictures. She's painting one now.
2. George is going to read two books. He's reading one now.
3. John is going to study two grammar lessons. He's studying one now.
4. Tom is going to visit two museums. He's visiting one now.
5. Miss Ford is going to buy two hats. She is buying one now.
6. The students are going to practice two conversations. They're practicing one now.

نکته: چنانچه اسم دارای صفت باشد otherقبل از آن می آید.

Another old book

The other green bananas

Some other old blue shirt

Other young American students

This other old book

His other books

Your other old blue shirt

Those other young American students

A lot of the other old books

Many other books

A few of these other green bananas

None of your other old blue shirts

Three of those other young American students

Three other young American students

تمرین1-10 : با توجه به مدل پاسخ مناسب را بنویسید.

MODEL: Four men work here in the morning.

Student: Four others work here at night.

1. Several students read a newspaper in the morning.
2. Sixteen people work here in the morning.
3. Three students eat there in the morning.
4. Three people write letters in this room in the morning.
5. Many students study in the morning.
6. Some teachers teach in the morning.
7. Ten students read books here in the morning.
8. Many students sing songs in the morning.
9. Three hundred automobiles leave the factory in the morning.

3-صفت اشاره معین:

Definite demonstrative Adjective

با اسم جمع: The- these –those – such –the other

با اسم مفرد: The- this – that – such –the other

همانطور که می بینید حرف تعریف The را نیز می توان جزو صفات اشاره معین محسوب کرد.

در اشاره به دور: That book is yellow.

در اشاره به نزدیک: Mary wants these books.

تمرین1-11 : با توجه به قیود Here /there صفت اشاره مناسب را برای اسامی در مدل زیر جایگزین کنید.

MODEL: The exercises are easy.(there)

Students: Those exercises are easy.

1. The chairs are comfortable.(here)
2. The ideas are new and interesting.(here)
3. The students comes from Peru.(there)
4. The students come from Venezuela.(there)
5. The book has a green cover.(here)

4-صفت ملکی:

Possessives(my-your-his-her-its-our-your-their)

این صفات برای اسامی جمع و مفرد به یک شکل هستند. به نکات زیر دقت کنید:

نکته اول: با اندامها و اعضا بدن، صفت ملکی بکار می رود نه the

نکته دوم: بعضی از اسامی مثل Team –family – group – class

معمولا با فعل مفرد بکار می روند ولی اگر صفت ملکی گرفتند در حکم اسم جمع هستند و باید با فعل جمع و صفت ملکی مناسب با اسم جمع بیایند.

The group was camping.

The group put up their tents near the river.

تمرین 1-12 :پاسخ مناسب را بنویسید.

MODEL: Mary is leaving.

Teacher: John

Student: John is leaving. Does he have his books?

1- the students
2- John and Mary
3- Bill
4- The man
5- My wife
6- Your father
7- You and I
8- Your friend

گاهی اوقات بجای بکار برد ن صفت ملکی از ترکیب اسم با

('S)

استفاده می کنیم. یعنی به جای صفت ملکی اسامی سوم شخص ،

اسم+('S) بکار می بریم.به نمونه های زیر توجه کنید:

His=John's

Her=Mary's

Students'=their

Cat's =its

The leg of the table

Today's homework

A week's vacation

تمرین 1-13: دو جمله زیر را بر طبق مدل به یک جمله تبدیل کنید.

MODEL: It's a book. The boy has it.

Student: It's the boy's book.

1- They're legs. They're on a dog.
2- They're problems. Bob has them.
3- It's a cover. It's on this book.
4- It's homework. It's for today.
5- They're letters. They belong to John.
6- It was a speech. Mr. Miller gave it.
7- It's a desktop. It's on this table.
8- She's a wife. She married Mr. Miller.
9- They are walls. They are in this room.
10- It's a desk. The teacher uses it.
11- They're glasses. They belong to Mary.
12- It's an old coat. John owns it.
13- It's a house. Mr. Allen bought it.
14- They are wheels. They are on my bicycle.
15- It was a vacation. It was for a week.
16- It's a paper*. It came today.
17- They're toys. The children play with them.

نکته : بعد از اسامی که به Sختم میشوند (مثل Nargess) یا اسامی جمع ، دیگر لزومی ندارد ('S) اضافه کنیم و فقط apostrophe کافی است.

Boy----->boy's

Boys----->boys'

سه کلمه 'Boys – boy's – boys تلفظ یکسان دارند.

نکته: Paper به معنی کاغذ ، اسم غیر قابل شمارش است و برای جمع بستن آن یا آوردن عدد برای آن باید از عبارت A piece of paper کمک گرفت. Paper در تمرین 1-13 به معنی سند یا روزنامه است.

5-صفت معمولی:

Descriptive adjectives

منظور از صفت معمولی صفتی است که مربوط به اندازه، سن ، شکل، رنگ ، جنس، منشا و هدف است. این صفات به دو شکل در جمله بکار میروند: صفت قبل از اسم و صفت بعد از اسم.

The yellow cat eats meat.

The students are hungry.

صفت بعد از فعل ربطی مسند نامیده می شود . الگوی دیگری هم وجود دارد که بعد از فعل اصلی، صفت می آید. منتها در اینجا صفت به فاعل فعل اصلی بر نمی گردد.

I found the room clean. ---> I found that the room was clean.

OR I found the room to be clean.

تمرین1-14: با توجه به مدل ، صفت را به صورت مسند بکار برید.

MODEL: I found that the lesson was difficult.

Student: I found the lesson difficult.

1- I like my coffee to be black.
2- He found that the movie was interesting.
3- John wants his TV to be fixed.
4- I like my steak to be rare.
5- I had someone cut my hair.
6- I prefer the soup to be hot.
7- Mary found that New York is very exciting.

8- John wanted his bread to be toasted.

9- Mr. Miller had someone fix his car.

نکته: مسند Complementمی تواند صفت ، صفت مفعولی و یا صفت مفعولی همراه با صفت عادی باشد.

I want the house white.

I want the house painted.

I want the house painted white.

تمرین 1-15 :پاسخ مناسب را بنویسید.

MODEL: I want somebody to clean the room.

Student: I want the room cleaned.

1- I want somebody to wash the dishes.

2- I want somebody to fry the potatoes.

3- I want somebody to paint the house red.

4- I want somebody to boil the eggs.

5- I want somebody to correct the mistakes.

یک اسم فقط بوسیله صفت توصیف نمی شود. بلکه می تواند بوسیله اسم دیگر توصیف شود. در فارسی به این ترکیب مضاف و مضاف الیه می گویند. مضاف هم مثل صفت قبل از اسم می آید.بین واژه هایی که بهم اضافه می شوند معمولا فاصله ایی وجود ندارد.

Bookstore

ولی در این میان استثناهایی هم دیده می شود.

furniture store – grocery store – grammar book

تمرین 1-16: دو جمله داده شده را طبق مدل به یک جمله تبدیل کنید:

MODEL: It’s a class. It’s small.

Student: It’s a small class.

1- They’re classes. They’re large.

2- It’s a watch. I carry the watch in my pocket.

3- It’s a pocket. I carry my watch in the pocket.

4- It’s a watch. I wear the watch on my wrist.

5- It’s an egg. It’s fried.

6- It’s a table. It’s for cards.

7- It’s a store. It sells book.

8- They’re lamps. They’re on the desk.

9- It’s a tree. It has apples.

6-صفات مشتق از فعل (صفت فاعلی و صفت مفعولی)

Participles

هروقت مصدری را در نظر بگیریم To را از آن حذف کنیم و به آن ING اضافه کنیم، صفت فاعلی درست کرده ایم که چیزی مشابه " ان" ، "نده" بعلاوه بن مضارع فعل در فارسی است:

گوی ===>گوینده

رو =====> روان

To interest---->interesting

و هر وقت قسمت سوم فعلی را در نظر بگیریم ، صفت مفعولی درست کرده ایم که چیزی مشابه "ه " بعلاوه بن ماضی فعل در فارسی است:

افسرد ===> افسرده

گفت ====>گفته

Interest---->interested---->interested

Go----->went------>gone

مثلا "داستان جذاب ، مایکل را مجذوب کرد." که جذاب و مجذوب صفت فاعلی و مفعولی عربی است و به انگلیسی می شود:

The story is interesting. Michael is interested.----> Michael is interested in the interesting story.

تمرین 1-17: با توجه به الگو و شرح داخل پرانتز ، جمله بسازید:

MODEL1: The story interested John. (Describe the story)

Student: The story was interesting.

MODEL2: Mr. Smith closed the door. (Describe the door)

Student: The door was closed.

1- The movie bored John.(Describe the movie)(Describe John)

2- Mrs. Smith broke the dish.(Describe the dish)

3- Mr. Smith was watching some children. The children amused Mr. Smith. (Describe the children) (Describe Mr. Smith)
4- It was an intelligent answer. It surprised the people. (Describe the answer) (Describe the people)
5- The good news excited John. (Describe the news)(Describe John)
6- The long answer confused Mr. Miller.(Describe the answer)(Describe Mr. Miller)
7- The explanation convinced the class.(Describe the explanation)(Describe the class)
8- The tiger frightened the little boy. (Describe the tiger)(Describe the little boy)
9- The news disappointed the class.(Describe the news)(Describe the class)
10- The trip tired the professor.(Describe the trip)(Describe the professor)
11- John's story amazed the class. (Describe the story)(Describe the class)
12- The animals entertained the children.(Describe the animals)(Describe the children)
13- The magazine disgusted the artist.(Describe the magazine)(Describe the artist)

7-عبارات وصفی برای توصیف اسم:

گفتیم اگر اسم یا صفتی بخواهد اسم اصلی را توصیف کند باید قبل از آن بیاید. ولی عبارات وصفی (که در حقیقت عبارات قیدی prepositional phrase هستند زیرا با حرف اضافه شروع می شوند) بعد از اسم خود می آیند.
مثال:

The student **from Canada** speaks French.
The shoe store **on the State Street** is very good.
The chair **near the door** is old.
The student **at the door** is new.
The desk **in this room** is small.
The student **with Mary** is nice.

تمرین 1-18: با توجه به مدل ، دو جمله زیر را ادغام نمایید:

MODEL1: The girl is studying. She is tall.
Student: The tall girl is studying.
MODEL2: The girl is studying here. She is from Iran.
Student: The girl from Iran is studying here.

1- The shoe store is very good. It's large.

2- The shoe store is very good. It's on State Street.

3- The man is intelligent. He's from Brazil.

4- The man is Mr. Miller. He is beside Mr. Allen.

5- The doctor is learning English. He's with Mr. Miller.

6- The bookstore is good. It's large.

7- The large bookstore is good. It's on the corner.

8- The girl is friendly. She's tall.

9- The tall girl is friendly. She's from New York.

10- The boy speaks slowly. He's short.

11- The short boy speaks slowly. He's from Chicago.

12- The student knows the answers. He's in my class.

13- The store is interesting. It's big.

14- The big store is interesting. It's near the bank.

15- The story is interesting. It's about baseball.

16- The doctor gave me a book. He's in my class.

نکته: وقتی در عبارات ، حرف اضافه With بیاوریم می توانیم مفهوم مالکیت را برسانیم. مثل:

The man **with a book** is a teacher.

تمرین 1-19: دو جمله زیر را با توجه به مدل ادغام نمایید:

MODEL: The man is a lawyer. He has a briefcase.

Student: The man with a briefcase is a lawyer.

1- That boy is John. He has a newspaper.

2- The man is nice. He has a dog.

3- That house is interesting. It has big windows.

4- That sentence is interesting. It has adverbs.

5- That man is a doctor. He has blond hair.

6- The student is from Argentina. He has a tie.

7- That tree is an apple tree. It has one funny little green apple.

8- That man is a clown. He has a banana in his ear!

نکته: قیدها هم مثل عبارت فوق ، بعد از اسم می آیند و آنرا توصیف می کنند:

The shoe store is very large. It is downtown.

The shoe store downtown is very large.

به مثالهای زیر توجه کنید:

The table upstairs is long.

People everywhere want peace.

The teachers here are American.

The lecture yesterday was good.

8-جمله واره وصفی برای توصیف اسم:

Relative Clause

جمله واره وصفی بعد از اسم خود می آید و بسته به نوع اسم ، موصولهای مختلفی دارد. موصول همان " که " است که جمله پیرو را به جمله اصلی یا پایه وصل می کند. در فارسی یک کلمه " که " برای تمام اسامی وجود دارد ولی در انگلیسی انواع " که " وجود دارد:

Who: "که فاعلی" اسمی را به واسطه فاعل بودن توصیف می کند.

Whom, who : "که مفعولی" اسمی را به واسطه مفعول بودن توصیف می کند.

Which, what: "که شی" شی یا حیوانی را به واسطه فاعل یا مفعول بودن توصیف می کند.

Whose :"که مالکیت" اسمی را به واسطه مالک بودن توصیف می کند.

Where: "که برای مکان" اسمی را به واسطه مکان بودن توصیف می کند.

When : "که زمان" اسمی را به واسطه زمان بودن توصیف می کند.

Why : "که علت" اسمی را به واسطه علت بودن توصیف می کند.

That : "که کلی"!که بجای تمام انواع بکار میرود. البته استثناهایی هم وجود دارد که توضیح داده می شود.

به دو جمله زیر دقت کنید:

The man gave me a map.

The man drove the bus.

<u>برای گوینده</u>، جمله اول حاوی اطلاعات اصلی است ، پس این جمله را جمله پایه در نظر می گیریم. جمله دوم حکم جمله واره وصفی را دارد و باید بعد از واژه man بیاید. پس با اضافه کردن " که فاعلی" یعنی who یا "که کلی"! یعنی That جمله واره وصفی را بداخل جمله پایه تزریق کنیم

The man who drove the bus gave me a map.

تمرین 1-20: فرض کنید جمله دوم جمله حاوی پیام اصلی گوینده است، یعنی جمله پایه است. جمله اول را در داخل جمله دوم بصورت جمله واره وصفی بکار برید. مثال زیر را در نظر بگیرید:

MODEL: The man was here yesterday. He is in New York.

Student: <u>The man that/who was here yesterday</u> is in New York now.

1- The man wrote the letter. He will talk to you tomorrow.
2- The student wrote the poem. He is from Panama.
3- The book fell down. It's a grammar book.
4- The person called on the telephone. He asked for Mr. Olsen.
5- The man sold the car. He is Mr. Smith.
6- The doctor gave the prescription. He is my brother.

تمرین1-21: حال جملاتی داریم که اسم جمله پایه بواسطه مفعول بودنش توصیف می شود. یعنی در جمله اصلی، اسم نقش فاعل را دارد و در جمله پیرو (که جمله واره می شود) اسم نقش مفعول را دارد. به مثالهای زیر توجه کنید:

MODEL: The man. Mary talked to the man. The man is in New York

Student: <u>The man that/who/whom Mary talked to</u> is in New York now.

موصول در اینجا باید " که مفعولی" باشد یعنی Whom/who/that .

وقتی اسمی را بخاطر مفعول بودنش توصیف می کنیم، می توانیم موصول را حذف کنیم. یعنی جمله زیر هم در این موارد درست است.

<u>The man Mary talked to</u> is in New York.

1- The book. John bought the book. It is not very expensive.
2- The doctor. Mary called the doctor. He came yesterday.
3- The car. John wants the car. It can go a hundred and twenty miles an hour.
4- The cake. Mary made the cake. It smells good.
5- The men. John spoke to the men. They are teachers.
6- The book. You ordered the book. It came yesterday.
7- The man. I talked to the man. He is from Spain.
8- The book. John was looking at the book. It's at home.

تمرین:1-22: جمله اول را جمله پایه در نظر بگیرید و با استفاده از موصول Whose جمله دوم را به آن متصل کنید.

MODEL: John met the girl. The girl's father visited our class.

Student: John met <u>the girl whose father visited our class.</u>

1- John called the girl. The girl's father visited our class.
2- John wrote to the girl. The girl's book is here.
3- The man came yesterday. John bought the man's car.

تمرین 1-23: بر طبق الگو ، دو جمله را ادغام کنید:

MODEL: The teacher bought a new car. We visited the teacher's home.

Student: <u>The teacher whose home we visited</u> bought a new car.

1- John helped the teacher. We visited the teacher's home.
2- Mr. Smith introduced the teacher. We visited the teacher's home.
3- The teacher laughed at the joke. We visited the teacher's home.
4- The teacher lent John a book. We visited the teacher's home.
5- John lent his pen to the teacher. We visited the teacher's home.

نکته: به جمله واره های وصفی این درس ، جمله واره وصفی معین ، محدود یا مشخص هم می گویند

Limiting, restrictive, defining relative clause

در مقابل جمله واره های وصفی زاید ،بدل یا نامحدود هم داریم

Additive, nonrestrictive, appositive relative clause

که در نوع دوم جمله وصفی در داخل دو کاما قرار می گیرد و از نظر گوینده این جمله نقش توصیف دارد ولی مثل جمله واره معین ، حاوی اطلاعات ضروری نیست. در جمله واره وصفی نوع دوم نمی توان از that استفاده کرد.

The girl who lives in New York brought the book. (with a defining relative clause)

The girl, who lives in New York, brought the book. (with an appositive relative clause)

نکته : هر جا موصول در کنار اشکال مختلف To be آمد ، هم موصول و هم فعل To be قابل حذف است.

نکته: وقتی That با افعال غیر استمراری می آید به شکل زیر حذف می شود:

The man (that is) sitting in the car is my brother.

My brother is the man (that is) sitting in the car.

The student (who/that is) from Canada speaks French.

The store (which is) near the bank sells briefcases.

افعال غیر استمراری افعالی هستند که قابلیت استمرار ندارند مثل:

Cost –begin- contain- belong

تمرین 1-24: شکل دیگر جملات زیر با توجه به نکته فوق چیست؟

1- Peter bought a bicycle that cost $1.00.---> Peter bought a bicycle costing $1.00.
2- He used a relative clause that began with “that is “. ---->He used a relative clause beginning with “that is”.
3- He wrote a sentence that contained a relative clause. --->He wrote a sentence containing a relative clause.
4- The book that belongs to Mr. Smith is on the table.----->The book belonging to Mr. Smith is on the table.

جمله واره اسمی در نقش نهاد

در این نوع از جمله واره ها دیگر اسم قبل از موصول نیست. مثال:

I heard **that John was happy.**

That John was happy made me happy.

I know **how he tolerated.**

How he tolerated was easy to discover.

This is the reason **why he left early.**

Why he left early is a difficult question.

در این نوع جمله واره ها ، ترجمه کلمات به صورت زیر تغییر می کند:

" چرا "----->"اینکه چرا"

"چطور"----->"اینکه چطور"

"کی" ------->"اینکه چه وقت"

"کجا"----> "اینکه کجا" و الی آخر.

ضمیر در نقش نهاد:

Pronoun

ضمیر کلمه ایی است که جای اسم می نشیند و از تکرار آن جلوگیری می کند. در زمان بکار بردن ضمیر ، همیشه باید قبلا اسم مرجع یکبار در متن به کار رفته باشد. به نکات زیر توجه کنید:

نکته اول: One ضمیری است به معنی " یکی" که می تواند جای یک اسم مفرد نکره را بگیرد. به همین ترتیب Ones به جای اسامی جمع قابل جانشین است.

تمرین 1-25: با توجه به مدل ، پاسخ سوالات زیر را بنویسید:

MODEL1: Did you buy a pen yesterday?

Student: Yes, I bought one.

MODEL2: Did you buy that pen yesterday?

Student: Yes, I bought it.

1- Did you read a newspaper today?
2- Did you read the New York Times yesterday?
3- Did you visit a museum today?
4- Did you visit the art museum today?
5- Did you bring a book today?
6- Did you bring the grammar book?

فرق One با It در این است که ضمیر One جای اسم نکره می نشیند. و فرق One با a/an این است که One به معنی "عدد یک " است ولی a/an علامت نکره هستند و مفهوم شمارش ندارند.

MODEL1: I want this book.

Student: I want this one. I want it.

MODEL2: I want these new books.

Student: I want these new ones.

MODEL3: I want your new books.

Student: I want your new ones. I want yours.

MODEL4: I want some shirts.

Student: I want some.

1- I want those black books.
2- I want several black books.

3- I want a few books.

4- Some other books cost 1.00$.

5- These books are interesting.

6- Mary's book is about animals.

7- I want your books.

8- I want their book.

9- I want these books.

One به جای اسم مفرد می نشیند و قبل از آن This –that – large- good – red و صفات توصیفی می تواند بیاید.

ones به جای اسم جمع می نشیند و فقط صفاتی از نوع توصیفی می توانند قبل از آن بیایند. لذا صفاتی مثل: Some –these – a few – several و اعداد با ones نمی آید.

Do you want some shirts?

Yes, I want ...

- some.
- These.
- A few.
- Several.
- Five

نکته دوم: ضمایر بر دو دسته هستند. گروهی به جای اسم در نقش نهاد و گروهی به جای اسم در نقش مفعول می آیند.

He studied with me.

She is standing beside you.

They are coming near us.

تمرین 1-26: ضمایر مناسب را در پاسخ به سوالات به کار برید:

MODEL: Did Mary learn the new words?

Student: Yes, she learned them yesterday.

1- Did you help his friend?

2- Did Mary study the lesson?

3- Did Paul listen to the radio?

4- Did the students repeat the new words?

5- Did Mr. and Mrs. Miller look at the painting?

6- Did Mrs. Miller visit Mary?
7- Did John move the table and chairs?
8- Did Paul watch the television?
9- Did John pronounce the new words?
10- Did Mary answer the letters?
11- Did Mary visit Mr. Allen?
12- Did Mrs. Miller talk to Mary?

تمرین1-27: در اینجا ضمیر فاعلی و مفعولی همراه با صفت ملکی تمرین می شود. به مدل توجه کنید:

MODEL: John is leaving.
Student: Does he have his luggage with him?

1- Mary is leaving.
2- John and Mary are leaving.
3- Mr. Miller is leaving.
4- My friends are living.
5- My brother is leaving.
6- My sister is leaving.
7- Mr. and Mrs. Miller are leaving.
8- Mrs. Ross is leaving.
9- Mr. Ross is leaving.
10- My father is leaving.
11- My parents are leaving.
12- I am leaving.
13- John and I are leaving.

نکته سوم: ضمایر انعکاسی (reflexive pronouns) می توانند در محل نهاد یا مفعول بکار روند:

John bought a book for himself.
John bought himself a book.
John bought a book himself.
John himself bought a book.

تمرین1-28: در تمرین زیر ، ضمایر انعکاسی نقش مفعول با واسطه را دارند. به الگو توجه کنید.

MODEL: John bought a book for himself.

Student: John bought <u>himself</u> a book.

1- Mary wrote a note to herself.
2- George is going to buy a coat for himself.
3- John made a sandwich for himself.
4- Mary is going to bake a cake for herself.
5- George is going to find a job for himself.
6- George sent a package to himself.
7- Bill cut a slice of bread for himself.
8- Mr. and Mrs. Miller are going to build a house for themselves.
9- John ordered a hamburger for himself.
10- George found a chair for himself.
11- Mary sewed a dress for herself.

تمرین1-29: در تمرین زیر ضمیر انعکاسی بجای فاعل به کا ر رفته است. به الگو توجه کنید.

MODEL: George bought a car.

Student: George bought a car himself.

1- Mary told the story.
2- John is going to make dinner.
3- George made a sandwich.
4- Mary is going to bake a cake.
5- George is going to find a job.
6- Mr. and Mrs. Miller are going to build a house.
7- George went to the store.
8- Alice wrote the letter.

It /there در نقش نهاد:

نکته اول: It/there ضمایری هستند که می توانند بدون اسم مرجع بیایند. زیرا در زبان انگلیسی اسم مرجع آنها قابل حدس است.

What time is it? It's a quarter after ten.

What day is it? It's Wednesday.

What month is it? It's February.

Do we have much time? No , it's late.

How is the weather? It's cloudy.

What season was it three months ago? It was spring.

What year was it last year? It was 2005

Who is at the door? It's John.

Who is on the plane? It's John.

How far is it from Paris to Rome? It is 700 miles.

نکته دوم : It/there در بعضی جمله ها معنی ندارند و فقط جای نهاد را در اول جمله پر کرده اند.

نهاد اصلی جایی در داخل جمله است. به این نوع جمله ها ، جمله های دو نهادی می گویند. کاربرد جملات دو نهادی از جملات تک نهادی شایعتر و مصطلح تر است.

تمرین 1-30: جملات زیر را طبق الگو به جملات دو نهادی تبدیل کنید:

MODEL: To watch musical programs is pleasant.

Student: It is pleasant to watch musical programs.

1- To drive big cars is expensive.
2- To play baseball must be fun.
3- To read Mary's new book is interesting.
4- To live in a large house is expensive.
5- To feed John's dog can be dangerous.
6- To hear an alarm clock at six in the morning isn't pleasant.

تمرین1-31: جملات زیر را بر طبق الگو به جملات دو نهادی تبدیل کنید:

MODEL: A book is on the table.

Student: There is a book on the table.

1- A few books are on the table.
2- A lot of students are in the classroom.

3- Many students were not here yesterday.

4- A little milk is in that glass.

5- Much milk isn’t in that glass.

6- Several chairs were in the room.

7- Three elephants are in the city zoo.

تمرین 1-32: پاسخ کوتاه به جملات امری زیر بدهید:

MODEL: Tell me something that is interesting to do.

Student: It is interesting to visit foreign countries.

TELL ME SOMETHING THAT IS....

1- ...difficult to do

2- ...easy to do.

3- ...dangerous to do.

4- ...exciting to do.

5- ...important to do.

6- ...good to do.

7- ...impossible to do.

8- ...hard to do.

9- ...nice to do.

10- ...simple to do.

11- ...necessary to do.

12- ...polite to do.

نکته سوم: There در اصل قید است و به معنی "آنجا" است ولی در جملات دو نهادی نقش Dummy Subject را دارد.

There’s a book there.

Where’s the pen? There it is.

There’s some book on the table.

تمرین کلی فصل نهاد:

تمرین کلی 1:در جملات زیر واحد نهاد را مشخص کنید و با توجه به الگو ذکر کنید اجزا واحد نهاد کدامند.

MODE1: Not many of the students write letters.

Not many of the students :کل نهاد

Not many of :صفت جانشین اسم

the students :اسم جمع

MODEL2: The student form Canada speaks French.

The students from Canada::کل نهاد

The students:اسم جمع

From Canada:عبارت وصفی

MODEL3: Time adverbials beginning with "for" may be used here.

Time adverbials beginning with "for": کل نهاد

Time adverbials:مضاف و مضاف الیه

Beginning with "for": جمله واره وصفی که موصول آن حذف شده است

1- The book is new.
2- A milk bottle is a bottle for milk.
3- It is a bookstore.
4- All water contains oxygen.
5- Four others work here at night.
6- Three hundred automobiles leave the factory in the morning.
7- To pronounce long words is often difficult.
8- There weren't many students here.
9- Approximately eight million people live in New York.
10- I don't know who that man is.
11- Why he left early is a difficult question.
12- The doctor who gave the prescription is my brother.
13- The book John described was interesting.

14- In questions, the use of that indicates that the action or situation described is still possible at the time of speaking.
15- Letters were written yesterday.
16- John himself bought the tire.
17- Mary sewed herself a dress.
18- Writing short stories takes great talent.
19- Sitting in a chair, he watched television.
20- It was such an early problem that everybody got the answer.

تمرین کلی2 : برای آنکه هدف اصلی یعنی درک مطلب فراموش نشود، سه داستان زیر را قبل از شروع فصل بعدی مطالعه کنیدو نهادهای جملات را پیدا کنید.

Story 1

Man Injured at Fast Food Place

A 79-year-old man was slightly injured on Saturday while waiting in his brand new convertible in a drive-through lane at Burger Prince Restaurant. Herman Sherman of Northville suffered a mild burn about 9:00 p.m. when a young female employee accidentally spilled a cup of coffee into his lap. Sherman said the coffee was hot but not scalding.

He refused medical aid, saying the only problem was the stain on his slacks, but it would wash out. He was given a fresh refill. Before Sherman drove off, the restaurant manager, John Johnson, gave him two free gift certificates--one for an extra-large coffee and one for the restaurant's newest sandwich, the McRap.

The employee, who was a new hire, was let go later that evening. She was quite upset. She said she would probably sue Burger Prince for letting her go. She said it was the man's fault for ordering something that she might be able to spill.

Story 2

A Life-Saving Cow

Six consecutive days of spring rain had created a raging river running by Nancy Brown's farm. As she tried to herd her cows to higher ground, she slipped and hit her head on a fallen tree trunk. The fall knocked her out for a moment or two. When she came to, Lizzie, one of her oldest and favorite cows, was licking her face. The water was rising. Nancy got up and began walking slowly with Lizzie. The water was now waist high. Nancy's pace got slower and slower. Finally, all she could do was to throw her arm around Lizzie's neck and try to hang on. About 20 minutes later, Lizzie managed to successfully pull herself and Nancy out of the raging water and onto a bit of high land, a small island now in the middle of acres of white water.

Even though it was about noon, the sky was so dark and the rain and lightning so bad that it took rescuers another two hours to discover Nancy. A helicopter lowered a paramedic, who attached Nancy to a life-support hoist. They raised her into the helicopter and took her to the school gym, where the Red Cross had set up an emergency shelter.

When the flood subsided two days later, Nancy immediately went back to the "island." Lizzie was gone. She was one of 19 cows that Nancy lost. "I owe my life to her," said Nancy sobbingly.

Story 3

Better to Be Unlucky

Sam, an unemployed piano tuner, said it was only the second thing he had ever won in his life. The first thing was an Afghan blanket at a church raffle when he was 25 years old. But this was much bigger: it was $120,000! He had won the Big Cube, a state lottery game. To win, a contestant must first guess which number a spinning cube will stop on. The cube has six numbers on it: 1X, 10X, 50X, 100X, 500X, and 1000X. If he is correct, the contestant must then guess which of two selected variables is going to be greater. So, just guessing which number appears on the cube does not guarantee that you will win any money.

Sam correctly guessed 1000X, but he still had to choose between two variables. One variable was the number of cars that would run the stop sign at Hill Street and Lake Avenue in six hours. The other variable was the number of times that a teenage boy would change TV channels in a three-hour period. This was a tough decision.

Finally, Sam flipped a coin. It came up heads, so Sam picked the teenager. He picked right. The stop sign was run only 76 times, but the teen clicked 120 times. Sixty-year-old Sam jumped for joy, for he had just won 1000 times 120, or $120,000. Sam dreamily left the lottery studio. Talking excitedly on his cell phone while crossing the street, he got hit by a little sports car.

Sam is slowly getting better. He was in the hospital for a month. His hospital bill was $110,000. And the insurance company for the little sports car's owner sued Sam for $9,000 worth of repairs. Also, Sam still has to pay federal taxes on his winnings. Sam doesn't play the state lottery any more. He says it's better to be unlucky.

فصل دوم

فعل

نگاه کلی به این فصل:

فعل از جنبه های زیر بررسی و تقسیم بندی شده است:

از نظر مفعول:

1- Verb+ direct object + to + indirect object
2- Verb + indirect object + direct object
3- Verb + direct object + from + indirect object
4- Verbs that can be used with patterns 1&2
5- Verb + direct object + for + indirect object
6- Verbs that can be used with patterns 2 & 5
7- Verb + that Clauses

از نظر شکل فعل بعدی:

1- Verb 1 +To +second verb
2- Verb 1 +Second verb
3- Verb 1 + Second verb +ING
4- Verbs that can be used with patterns 1 &2 &3
5- Verbs that can be used with patterns 1 & 3
6- Verbs that can be used with patterns 2 &3

از نظر نوع:

1- Main verb(transitive or intransitive or ditransitive)
2- Auxiliary
3- Modal auxiliary
4- Linking Verb

در انتهای این فصل شما باید قادر باشید:

افعال یک متن را مشخص کنید.

بر حسب نوع فعل ، اجزا جمله را حدس بزنید.

بر حسب نوع فعل ، چنانچه جزئی از جمله به لحاظ قرینه لفظی یا معنایی حذف شده است ، آنرا مشخص کنید.

فعل از نظر نوع

فعل در یکی از سه گروه فعل ربطی(اسنادی) ، کمکی یا اصلی قرار می گیرد. فعل اصلی نیز به نوبه خود به لازم و متعدی تقسیم می شود.

فعل ربطی : فعلی است که وجود صفت یا حالتی را به نهاد نسبت می دهد. در فارسی این افعال:

است ، بود ، شد و گشت است.

در زبان انگلیسی افعال ربطی عبارتند از :

To Be Verbs, Seem, Become, Get,...

It seems late.

It gets warm.

It became cloudy.

He is a student.

He is nice.

افعالی هم داریم که بعد از مفعول مستقیم ، مسند می گیرند. مثل:

Appoint- call – choose – designate – elect – make – name – nominate –select

They elected Kennedy president.

They call William Bill.

Mrs. Clark made her husband crazy.

تمرین 2-1: جملات زیر را بر حسب مدل باز سازی کنید:

MODEL: They named their son Richard.

Teacher: (Dick)

Student: They named their son Richard, but they call him Dick.

1- Bill	6- Barb	11- Tom
2- Ron	7- Al	12- Phil
3- Sue	8- Jim	13- Mary
4- Bob	9- Cathy	14- Joe
5- Jack	10- Dave	

تمرین2-2: جایگزینی مناسب را طبق مدل انجام دهید.

MODEL: Mr. Smith named John treasurer.

Teacher: Secretary

Student: Mr. Smith named John secretary.

1- Appointed
2- Him
3- Jim
4- Chairman of the committee
5- Made
6- Made the younger man
7- Treasurer
8- Mary
9- Appointed
10- Secretary
11- The student
12- Tom
13- Manager of the team
14- Nominated
15- Jack

بعضی از افعال از نظر نوع اصلی هستند ولی از نظر معنی جمله ، ربطی می شوند یعنی بعد از آنها صفت می آید. صفت در اینجا می رساند که بعلت فعل ، صفتی در مفعول رخ داده است. مثل:

He pushed the door open.

او در را باز کرد.(او در را هل داد و در باز شد.)

تمرین 2-3 : بر طبق مدل به سوالات زیر پاسخ دهید:

MODEL: How do you like your coffee- strong or weak?

Student: I like it strong.

1- How do you prefer bread-plain or toasted?
2- How do you like tomatoes-cooked or raw?
3- How do you like potatoes-baked, fried or mashed?
4- How do you like your coffee-black or with cream?
5- How do you like steak- rare, medium or well-done?
6- How do you like tea-iced or hot?
7- How do you have your windows at night-open or closed?
8- Do you prefer girls that wear their hair long or short?

تمرین 2-4: جملات زیر را به حالت اسنادی تبدیل کنید.

MODEL: They painted the house with green paint.

Student: They painted the house green.

1- He pushed the door. It is close now.

2- She cut her hair. It is short now.

3- John painted the table. It is blue.

4- The boys washed their shirts until they were clean.

5- The table was wet. Mary wiped it until it was dry.

6- John cracked the nut. It is open now.

7- The windows were dirty. John wiped them. Now they are clean.

8- The cold weather froze the milk. It is solid.

فعل کمکی: فعل کمکی دو نوع است:

آنهایی که زمان دارند و بر حسب نهاد تغییر می کنند مثل:

Have- be

و آنهایی که استمراری نیستند و گذشته هم نمی شوند و بر حسب شخص هم تغییر نمی کنند مثل:

Can – will – must – may – might – could (modal auxiliary)

will نشانه زمان آینده است و تقریبا هم معنی to be going to است. بعلاوه در درخواستهای مودبانه و در جملات منفی در رد و امتناع از امری به کار می رود.

Will you help me?

None of my friends will lend me money.

در نوشتار Shall را برای فاعل اول شخص برای آینده به کار می برند.

Can به معنی توانستن است و هم معنی با Be able to است.

Now she can speak three languages.

Last year she could speak only one.

Could برای توانایی انجام فقط یک مورد در گذشته بکار نمی رود. مثلا اگر سال گذشته فرصتی آمد و به موزه رفتید، باید به جای Could، Was able to را بکار برید.

When we were in London we were able to visit the British Museum.

تمرین 2-5: با توجه به الگو جملات زیر را بازسازی کنید.

MODEL1: Paul is going to write a letter tomorrow.

Student: Paul will write a letter tomorrow.

MODEL2: George is able to speak French very well.

Student: George can speak French very well.

MODEL3: The students have permission to smoke in the hall.

Student: The students may smoke in the hall.

MODEL4: It is possible that George will go to Chicago.

Student: George might go to Chicago.

MODEL5: Mary ought to write to her parents.

Student: Mary should write to her parents.

MODEL6: It is very probable that the girls are studying.

Student: The girls must be studying.

MODEL7: Paul has to take an exam.

Student: Paul must take an exam.

1- Paul and George are going to play tennis tomorrow.
2- It is possible that George is a very good tennis player.
3- John is able to swim very well.
4- We have to get up at six tomorrow morning.
5- It is possible that George will watch television tonight.
6- It is possible that Mary is home now.
7- Paul is able to read Japanese.
8- You have permission to come in and see the doctor.
9- George is going to study in the library tonight.
10- It is possible that Helen will make an apple pie.
11- My brother is in your class. I conclude that you know him.
12- Mary is able to play the violin.
13- Mr. Moro has to take another English course.
14- It is possible that George is going to study business administration.
15- Mr. Moro has to get a new passport soon.
16- Paul ought to write a letter to his parents every week.

17- It is very probable that you spend a lot of time in the laboratory.(I conclude that you spend a lot of time in the laboratory.)

18- Every student ought to read one good book every week.

19- Last year all of the students were able to read and write.

Must در انگلیسی به دو معنی باید(اجبار) و نتیجه گیری ترجمه می شود و افراد فارسی زبان هم بواسطه گرته برداری معنایی ، به همین سیاق از کلمه **باید** فارسی به جای **نتیجه گیری** استفاده می کنند.

1. He must be mad.

او باید دیوانه شده باشد:(غلط)

فکر کنم او دیوانه شده است:(صحیح)

2. Juan is from Mexico. He must speak Spanish.
3. George plays the piano very well. He must have practiced a lot.
4. George knows every one in the class. Therefore, he must know Paul.
5. Paul recently finished high school. Therefore, he must be about eighteen years old.
6. Helen lived in Japan for ten years. She must speak Japanese.

به اشکال مخفف Modal ها توجه کنید:

Will not= won't

Cannot=can't

Could not=couldn't

May not= -----

Might not=---

Should not = shouldn't

Must not = mustn't

نکته: باید نصیحت Should / باید اجبار Have to / باید اجبار با عواقب جدی Must است.

نکته:جملات زیر را بررسی کنید:

He must go = He has to go.

He mustn't go# He doesn't have to go.

نکته: وقتی Must به معنی نتیجه گیری است با not به صورت Mustn't مخفف نمی شود.

نکته: گذشته دو جمله زیر به یک شکل است:

He has to wait-------He had to wait.

He must wait-------> He had to wait.

پس گذشته Must در مفهوم اجبار Had to است. در مفهوم نتیجه گیری گذشته Must

Must have + past participle می باشد.

تمرین2-6: جایگزینی مناسب را طبق مدل انجام دهید.

MODEL: we should return the books tomorrow.

Teacher: yesterday

Student: We should have returned the books yesterday.

1. could have
2. tomorrow
3. play tennis
4. yesterday
5. you must have
6. they
7. might have
8. tomorrow
9. go to the bank
10. should
11. yesterday
12. must have
13. heard the news
14. might have
15. gone to Chicago
16. tomorrow
17. help us
18. might not
19. return the books
20. yesterday
21. we
22. should have

تمرین 2-7: طبق الگو جمله بسازید:

MODEL1: Does she live in an apartment? I suppose she does; it's the only reasonable conclusion.

Student: She must live in an apartment now.

MODEL2: Did she live in the dorm last year? I conclude that she did.

Student: She must have lived in the dorm last year.

MODEL3: Did she decide to get a job? I think it's possible.

Student: She might have decided to get a job.

MODEL4: Did she save her money? It was desirable but she didn't.

Student: She should have saved her money.

MODEL5: Did she stay with her sister? She had that opportunity but didn't stay.

Student: She could have stayed with her sister.

1. Did she sell her car? I conclude that she did.
2. Does she own a bicycle? I conclude that she does.
3. Did she shop by phone? She had that opportunity but didn't shop by phone.
4. Did she invite her uncle? It was desirable, but she didn't.
5. Did she forget to mail the letter? I think it's possible.
6. Did she hear us come in? I conclude that she did.
7. Did she find your address in the phone book? I think it is possible
8. Did she look in the wrong book? I think it's possible.
9. Is she a very good dancer? I conclude that she is.
10. Did she help you clean the typewriter? It was desirable, but she didn't.
11. Did she ride the car with us? She had the opportunity, but she didn't ride with us.
12. Did she tell the children not to sing? I think it's possible.

MODEL: Your sister laughed after she talked with Ralph.

Student: He must have told her something funny.

1. He spoke Italian very well when he came back from Europe.
2. He was very sleepy this morning.
3. He came back from the city with lots of money and no car. What did he do with his car?
4. This morning he left suddenly and went to the dentist's office.
5. He knew English quite well before he entered the university.
6. His music teacher told him he played the piano like an expert.
7. Tom was coughing and sneezing yesterday.
8. He knew what was going to happen every minute during the whole movie.
9. He had souvenirs and photographs of many different cities all over the world.
10. He made a date to meet us at the hotel last night, but he never showed up.
11. His glasses were broken and his nose was bleeding.
12. The doctor had everything ready for us when we arrived.

MODEL: David failed his examination yesterday (study harder)

Student: He should have studied harder.

MODEL: Helen lost her wallet last week (be more careful)

Student: She should have been more careful.

1. The basketball team lost a game yesterday(practice more)
2. The students weren't able to find an apartment for this semester.(look earlier)
3. John feel asleep during his last class.(sleep more last night)
4. Mr. Smith was late for work this morning.(get up early)
5. Professor Smith didn't give a lecture today.(notify the students)
6. Mrs. Jones wrecked her car last night.(drive more carefully)
7. Mary caught a cold(go outside without a coat)
8. William failed all his exams.(miss so many classes)
9. Betty was fined twenty dollars by the judge.(drive without a license)
10. The thief was sent to prison for two years.(rob the post office)
11. Karim feels sleepy.(drink wine with his lunch)
12. You can't get your money back now.(throw away the receipt)

MODEL: Why didn't Paul hear us knock on the door? (take a shower)

Student: He might have been taking a shower.

1. Why was he studying at two a.m?(prepare for a test)
2. Why were all the women students absent?(attend a meeting)
3. Why didn't Mrs. Johnson answer the telephone?(work in the garage)
4. Why couldn't you see the dog?(hide behind the sofa)
5. Why was it so hot in Mrs. Jones kitchen?(bake the chickens)

MODEL: She didn't understand anything the professor said. (pay attention)

Student: She might not have been paying attention.

1. Why wasn't she worried about the weather?(travel by air)
2. Why couldn't they understand the explanation?(try very hard)
3. Why did Mike keep his bicycle in the basement?(use it)
4. Why was Mr. Young doing worse than the others?(attend regularly)
5. Why were the students discouraged?(make progress)
6. Why were Donald's hands getting sore?(wear his gloves)

تمرین 2-8: با توجه به جملات الگو پاسخ دهید:

MODEL1: He had a pen in his hand when he came to the door.(must)

Student: He must have been writing letters.

MODEL2: He still had his lights on at one o'clock in the morning.(might)

He might have been preparing for a test.

1. He wasn't doing anything when I passed by his room this morning.(should)
2. He was talking to Professor Johnson when we entered the classroom and the professor was laughing .(must)
3. He didn't answer when I called him on the phone, but I know he was there.(might)
4. We were all working very hard and Peter was just sitting there watching us.(should)
5. When we went to see Mr. Lands, he had old clothes on and he was carrying some tools.(must)
6. Paul has an examination today, but I saw him at the basketball game last night.(should)
7. I don't know why he had all those maps and airline schedules on his desk.(might)
8. Last Sunday morning, I saw Mr. and Mrs. Brown walking down the street and they were all dressed up.(must)
9. During the lesson, the people next door were singing making a lot of noise.(must)

تمرین 2-9: با توجه به سه جمله الگو پاسخ های مناسب بدهید:

MODEL1: George has a test today, but he didn't study for it yesterday. (should)
Student: He should have studied.

MODEL2: Alice has a test too, but she wasn't studying when I saw her last night. (should)
Student: She should have been studying.
MODEL3: George had money to buy shoes, but he didn't buy any.(could)
Student: He could have bought shoes.

1. Alice got some money form her uncle, but she didn't thank him for it.(should)
2. George was near the bank yesterday, but he didn't cash his check.(could)
3. I don't know what George was doing when I saw him in the bank.(might)
4. George often visits his friend on Saturday. He was home last Saturday when I saw him.(must)

5. Alice sometimes plays tennis after supper, but yesterday she had been working very hard and she decided not to play.(must)
6. Alice usually plays tennis after supper, but yesterday she had been working very hard and she decided not to play.(must)
7. When the hurricane was announced on the radio, George was the first to learn about it.(must)
8. When we met George, he was not wearing a raincoat, and it was raining very hard.(should)
9. George has a generous roommate who owns two raincoats, but George still didn't have one.(could)
10. Alice doesn't always hear people when she's thinking about something. She didn't answer when I spoke to her yesterday.(must)
11. It's possible she didn't hear me. I don't know .(might not)
12. We couldn't study because the students in the next room were making so much noise.(shouldn't)

نکته : در پاسخ های کوتاه به سوالاتی با افعال کمکی تمرین2-10 ، فعل اصلی حذف می شود.

تمرین 2-10: با توجه به الگو توضیح دهید:

MODEL1: Do they make you change planes in New York?

Student: I don't think they do, but they might.

MODEL2: Did you forget to put a stamp on the letter?

Student: I don't think I did, but I might have.

1. Does this train stop in Omaha?
2. Did the mayor promise to welcome us?
3. Will you pass all your exams?
4. Did Alice go to work yesterday?
5. Do your friends need any ice cubes?
6. Will the medicine make me feel better?
7. Did you lose anything at the picnic?
8. Did Alex leave his keys in the door?

MODEL1: Did you go to the dentist yesterday?

Student: I should have, but I didn't.

MODEL2: Did you drink a lot last night?

Student: I shouldn't have, but I did.

MODEL3: Are you going to study now?

Student: I should, but I am not going to.

1. Did you eat a lot last night?
2. Are you going to help the children now?
3. Did you play chess last night?
4. Did you write to your family last night?
5. Are you going to work hard tonight?
6. Did you buy a lot of new clothes yesterday?
7. Did you go to your karate lesson last week?
8. Are you going to stay up late again tonight?
9. Did you pay the mechanic for fixing your motorcycle?
10. Aren't you going to rest a few minutes before you go back?

تمرین 2-11: با توجه به جملات زیر تغییرات زیر را بنویسید:

MODEL1: I didn't go.

Student: I didn't go, but I could have.

MODEL2: He forgot her birthday.

Student: He forgot her birthday, but he shouldn't have.

MODEL3: I thought that she was listening to the radio.

Student: I thought that she was listening to the radio, but she might not have been.

MODEL4: He doesn't think he fell asleep.

Student: He doesn't think that he fell asleep, but he must have.

1. I thought I paid the bill.
2. I hit him on the nose.
3. He didn't play the piano when he was here.
4. The professor spoke rapidly.
5. He didn't finish the book last night.

6. I didn’t open the door for her.
7. We thought he knew English.
8. He didn’t stop for the red light.
9. I don’t think they were sleeping.
10. We stayed up all night.
11. It seems that he didn’t see me.
12. They said he had been practicing.
13. She wasn’t speaking English.
14. It seemed that he wasn’t working very hard.

فعل از نظر نوع مفعول: فعلی که متعدی است مفعول می گیرد. مفعول می تواند با واسطه حرف اضافه باشد یا بی واسطه (بدون علامت یا همراه را). گاهی در جملات انگلیسی حرف اضافه برای مفعول نوشته نمی شود، در حالیکه از نظر معنی ، اسم مفعول با واسطه است.

Pattern 1: subject + Verb + direct object +to +indirect object

Example: He explained the lesson to me.

Pattern 1 verbs:

Announce	**Prove**	**Suggest**
Describe	**Repeat**	**Report**
Introduce	**Say**	**Explain**
Mention	**Speak**	

Pattern2: subject + verb + indirect object + direct object

Example: He asked the teacher a question

Pattern 2 verbs:

Ask

Cost

Save

Charge

Wish

Pattern3: verbs that can have patterns 1 &2

Example: He is going to give a book to Mary.

He is going to give Mary a book.

Pattern3 verbs:

Write	**Tell**	**Bring**
Read	**Sell**	**Take**
Show	**Send**	**Pass**
Teach	**Lend**	

تمرین 2-12: با توجه به مثال ، جملات مناسب بسازید:

MODEL: The student. Mary asked some questions.

Student: Mary asked the student some questions.

1. Us. He described South America.
2. Us. She talked.
3. The policeman. I asked the direction to Chicago.
4. The boys. He asked their names.
5. Me. She described her new dress.
6. The teacher. We asked a question.
7. Mary and me. They explained the customs of Argentina.
8. John and Paul. He asked some questions.
9. Mary. He always says “hello”.
10. The secretary. He repeated the words.
11. Mr. and Mrs. Brown .I’m going to ask a favor.
12. My father. I’m going to introduce you.
13. Our friends. We’re going to describe our house.

تمرین 2-13: برحسب اینکه فعل در گروه اول یا دوم یا سوم است ، جایگزینی مناسب را انجام دهید:

MODEL: He’s going to ask me a favor.

Teacher: the question

Student: He's going to ask me a question.

1. explain
2. the letter
3. read
4. me
5. send
6. to me
7. give
8. me
9. the sugar
10. to me
11. sell
12. his car
13. me
14. some books
15. to me
16. to us
17. they
18. send
19. us
20. some letters
21. some news
22. tell
23. a story
24. the answers
25. explain
26. the questions
27. ask
28. repeat
29. send

Pattern4: subject +verb + direct object + from + indirect object

Example: He borrowed something from us.

Pattern4 verbs:

borrow

Demand

Steal

Take

Pattern5: subject+ verb + direct object + indirect object

Example: He opened the door for Mary.

Pattern 5 verbs: Open

Answer

Close

Cash

Change

Pronounce

Prescribe

Pattern6: verbs that can have patterns 2 & 5.

Example: I bought Mary a book.

I bought a book for Mary.

Pattern 6 verbs:

Buy

Get

Make

Find

Do

تمرین2-14: با توجه به الگوی ششم، تغییر مناسب را انجام دهید.

MODEL: Please buy me a book.

Student: Please buy a book for me.

1. Please get Mary a chair.
2. Please lend Mary a pencil.
3. Please make John a sandwich.
4. Please find Mr. Miller a chair.
5. Please give John a pen.
6. Please get John some books.
7. Please buy Mary a cup of coffee.
8. Please do John a favor.
9. Please give the teacher the homework.
10. Please teach the class new words.

تمرین 2-15: مفعول با واسطه را بر حسب نوع فعل در جمله بکار برید:

11- John. The teacher explained the lesson.

12- The students. The professor is going to ask some questions.

13- The patients. The doctor prescribed medicine.

14- John. The bank cashed a large check.

15- John. Mary’s going to make a cake.

16- Me. The doctor prescribed medicine.

17- Mr. Jones. I am going to sell a house.

19- John. I'm going to buy a cup of coffee.

20- The director. I asked a favor.

21- The professor. I asked a question.

22- The new students. The teacher explained the lesson.

23-The children. I'm going to tell a story.

24- Mr. Miller. I always say "How are you?"

25-The engineers. I'm going to write a letter.

26- My mother. I'm going to write a letter.

27- Me. My mother is going to write a letter.

Pattern7-A: subject + verb + that (optional) + noun clause

Example: I know (that) John is here.

Verbs of this group:

Know	**Doubt**	**Know**
Agree	**Dream**	**Learn**
Answer	**Feel**	**Notice**
Believe	**Forget**	**Realize**
Conclude	**Guess**	**Regret**
Decide	**Hear**	**Remember**
Discover	**Hope**	**Think**
Say	**Suppose**	
Understand	**Imagine**	

Pattern7-B: subject + verb + pronoun + that (optional) + noun clause

Example: I told him (that) Louise came early.

Verbs in this group:

Tell	**Notify**
Assure	**Remind**
Inform	

Pattern7-C: subject + verb + to + pronoun + that (optional) + noun clause

Example: He explained to us (that) a quick answer is important.

Verbs in this group:

Explain	**Point out**	**Report**
Admit	**Prove**	**Say**
Announce	**Read**	**Suggest**
Mention	**Reply**	**Write**

Pattern7-D: Verbs that can have pattern 7-A and 7-B:

Example: He wrote (me) (that) John is in Paris.

Verbs in this group:

Write

Promise

Show

Teach

Warn

فعل از نظر شکل فعل بعدی آن:

Pattern1-A: Verb 1 + to + verb2

Example: George wants to go.

Pattern1 verbs:

Wants

Agree	**Intend**	**Plan**
Decide	**Learn**	**Promise**
Expect	**Like**	**Try**
Hope	**Need**	**Want**

تمرین2-16: با توجه به الگو سوال بسازید:

MODEL: You can play the Piano.

Teacher: Can you play the piano.

Student: Yes, I can (No, I can't).

1- You plan to learn Russian.
2- You like to get up at 6 o'clock.
3- You will buy a new pencil.
4- You want to go to the bank now.
5- You can speak three languages.
6- You plan to eat dinner soon.
7- You can play the Guitar.
8- You like to learn languages.
9- You want to learn a lot of English.
10- You plan to study engineering.
11- You like to travel by plane.
12- You will study tonight.
13- You need to study every night.

تمرین 2-17: با توجه به الگو جایگزینی مناسب را انجام دهید:

MODEL: He didn't go, but he plans to.

Teacher: wants

Student: He didn't go, but he plans to.

1- Wanted	9- Expected	17- Needs
2- Can	10- Is expecting	18- Has
3- Is planning	11- Should	19- Is hoping
4- Plans	12- Will	20- Must
5- Intends	13- Is intending	21- Might decide
6- Hopes	14- Hoped	22- Is going to try
7- Might	15- Would like	23- Wanted
8- Expects	16- Will try	24- can

گاهی بین فعل اول و دوم عبارت اسمی قرار می گیرد:

Mr. Miller told the students to read the signs.

در این دسته افعال زیر قرار دارند:

Tell	Invite	Get
Advise	Permit	Persuade
Order	Help	
Urge	Force	

تمرین 2-18: با توجه به الگو تمرینات زیر را انجام دهید:

MODEL: What did Mr. Miller tell John to do? (study the lesson)

Student: Mr. Miller told John to study the lesson.

1- What did John advise Mary to do?(read the whole book)
2- What did Mr. Miller tell Mrs. Miller to do?(drive carefully)
3- What did the doctor persuade John to do?(drink some water)
4- What did John advise Mary to do?(send the letter by airmail)
5- What did Mrs. Miller invite the children to do?(watch TV)
6- What did the doctor order Mr. Miller to do?(walk a mile everyday)

Pattern1-B: subject+ linking verb + adjective + to + verb

Example: This lesson is easy to understand.

تمرین 2-19: با توجه به الگو تمرینات زیر را انجام دهید:

MODEL: Big cars are expensive.(driving)

Change1: To drive big cars is expensive.

Change2: Big cars are expensive to drive.

1- These shoes are very practical.(wearing)
2- Mary’s new book is interesting.(reading)
3- Our water is safe.(drinking)
4- Motorcycles can be dangerous.(driving)
5- John’s car isn’t safe.(driving)
6- Large houses are expensive.(living)
7- Cats are interesting. (watching)

8- John’s dog can be dangerous. (feeding)

9- Parks are pleasant.(walking)

گاهی فعل همراه با قید هدف و قصد می آید که علامت آن هم To است.

I came to talk to you.

تشخیص اینکه to حرف اضافه است یا علامت قید است یا علامت مصدربه این شکل است که هر گاه بجای To، In order to گذاشتیم و جمله غلط شد ، آنرا علامت عبارت قیدی (حرف اضافه) نمی دانیم.

I decide to play. I decide in order to play. (wrong grammar)

Pattern4: subject + verb1 + relative pronoun + to + verb2

Example: He knows which road to take.

تمرین2-20: بر طبق الگو جایگزین کنید:

MODEL: He knows where to go.

Teacher: how

Student: He knows how to go.

1- To drive
2- Where
3- To practice
4- When
5- What
6- I don’t know
7- How long
8- To sleep
9- Where
10- Please tell me
11- To park
12- You must know
13- How
14- To write
15- What
16- They haven’t decided
17- He knows
18- How
19- To drive
20- Where

تمرین2-21: با توجه به الگو پاسخ دهید:

MODEL: Do you think that he will come at the right time?

Student: Yes, I told him what time to come.

Do you think he will....

1- Meet us at the right place?
2- Pronounce the word correctly?

3- Buy enough bread?
4- Find the restaurant?
5- Choose the correct answer?
6- Take enough money?
7- Get up at the right time?
8- Give the money to the right man?
9- Bring the right books?
10- Send the letters to the right address?
11- Do what we want him to?
12- Make enough ice cubes?
13- Use the machine correctly?
14- Get enough chairs?
15- Address the letter to the right person?

افعال کمکی فعل دوم خود را بدون ING و TOقبول می کنند:

Pattern2: Verb1 +Verb2

Example: I should come

افعال زیر فعل دوم را بصورت اسم مصدر(Verb +ING) می پذیرند:

Pattern 3: verb1 + verb2 +ING

Example: I enjoy singing.

Verbs in this group:

Enjoy	Insist on	Consider
Keep on	Finish	Help
Avoid	Get through	

Verbs of patterns 1&3

Example: I saw him go/going.

Verbs in this group:

See	Watch
Hear	Observe
Feel	

Verbs of patterns 2&3.

Example: I like studying/to study English.

Verbs in this group:

Begin

Start

Continue

Prefer

Like (like+ verb2 +ING means enjoy)

Try (try + verb2 + ING means test)

Remember(remember + verb2 +ING means "verb2" happened before the "remembering")

معنی فعل بر حسب ساختار بکار رفته تغییر می کند.

Verbs of patterns 1&2&3

Example: I can't help laughing.(Help means stop.)

I wanted to help her to study/study.

Help

تمرین 2-22: با توجه به الگو جایگزینی مناسب را انجام دهید:

MODEL: They persuaded me to sell the car.

Teacher: made

Student: They made me sell the car.

1- Paint the car	9- Push the car	17- Let
2- Wanted	10- Persuaded	18- Watched
3- Buy the car	11- Told	19- Moved the car
4- Advised	12- Made	20- Had
5- Wash the car	13- Helped	21- Reminded
6- Forced	14- Asked	
7- Saw	15- Drive the car	
8- Park the car	16- Permitted	

تمرینات کلی فصل دوم:

تمرین کلی 1: همانطور که می بینید در یک ستون عبارت اسمی و در ستون دیگر فعل دوم قرار دارد.جمله مناسب را مطابق الگو بنویسید:

MODEL: I asked the children to get off the boat.

Teacher: saw

Student: I saw the students get / getting off the boat.

1- Saw
2- Had
3- Made
4- Let
5- Mr. and Mrs. Miller
6- Persuaded
7- Ordered
8- Saw
9- Permitted
10- All my relatives
11- Wanted
12- Expected
13- Asked
14- Professor Johnson
15- Heard
16- The other people
17- Watched
18- Forced
19- The bus driver
20- Invited
21- Helped
22- The secretary

تمرین کلی2: با توجه به الگو از دو عبارت زیر یک جمله بسازید:

Teacher: Mary enjoys- swim very much.

Student: Mary enjoys swimming very much.

1- She decided –ask Bill and John to go with her.
2- They wanted- go very much.
3- They considered- take the bus.
4- John insisted on – take his car.
5- They needed- change a tire first.
6- They go through- change it at ten o'clock.
7- They started- drive immediately.
8- They enjoyed- drive through the country.
9- They kept on- laugh and sing all the way.
10- They learned –sing some new songs.
11- They stopped –sing when they got to the lake.
12- They had expected –swim before lunch.
13- But Bill insisted- eat immediately.

14- Mary had remembered –bring a lunch.

15- They finished- eat at one thirty.

16- They avoided – go into deep water.

17- They continue- go into deep water.

18- They couldn't help- think about his homework.

19- He had planned- do it that afternoon.

20- She likes- swim in the lake.

21- She wanted –go there last Saturday.

تمرین کلی 3: افعال متون زیر را از نظر نوع در جدول زیر دسته بندی کنید.

از نظر مفعول:	
Verb+ direct object + to + indirect object	
Verb + indirect object + direct object	
Verb + direct object + from + indirect object	
Verbs that can be used with patterns 1&2	
Verb + direct object + for + indirect object	
Verbs that can be used with patterns 2 & 5	
Verb Clauses	
از نظر شکل فعل بعدی:	
Verb 1 +To +second verb	
Verb 1 +Second verb	
Verb 1 + Second verb +ING	
Verbs that can be used with patterns 1 &2 &3	
Verbs that can be used with patterns 1 & 3	
Verbs that can be used with patterns 2 &3	
از نظر نوع:	
Main verb(transitive or intransitive or both)	
Auxiliary	
Modal auxiliary	

Story 4

Jerry Decided To Buy a Gun

Jerry Baldwin was 30 years old. He was the manager of a pizza restaurant. He lived in an apartment about one mile north of the restaurant. He walked to and from work. When it was raining, he took the bus.

Jerry loved gangster movies. When a new one came out, he would go to the theater and watch the new movie three or four times. Then, when it went to video, Jerry would buy the video at Barney's Video Store. Jerry had a home collection of over 1,000 gangster videos. Old ones, new ones, color, black and white, English, Spanish, Japanese--he loved them all. He could tell you the name of the movie, the director, the stars, and the plot. Did you say you liked "Pulp Fiction"? Well, Jerry would rattle off all the details of that movie. And then he would invite you to his place to watch it some time. He was a nice guy.

Jerry finally decided that he would like to own a gun, just like the gangsters. So he saved his money for a couple of years. Then he went to a gun store and bought a used .38 caliber revolver for $300. While there, he also bought a couple of boxes of ammunition. The following Saturday morning, he went to the gun club to practice with his new revolver. He was in the club for only 10 minutes when he accidentally dropped his pistol. The gun went off, and the bullet went into Jerry's right knee.

Jerry now walks with a limp and a cane, just like some gangsters.

Story 5

Goats Being Hired

Goats are being hired to do the work of men in a neighborhood just outside of San Diego. The fires that occurred in Hillborough four years ago destroyed thirty homes, most of which have been rebuilt. While contractors were rebuilding the homes, nature was regrowing the grasses, bushes, and shrubs. The area is now so overgrown in brush that it again poses a major fire hazard.

The city council asked for bids to remove the brush. The lowest bid they received was $50,000. And that was if the city provided breakfast and lunch for the work crews for the six weeks it would take to clear the overgrown area. The city countered, offering unlimited coffee (black only) and a doughnut a day for each crew member. When that offer was rejected, the city asked for help on its website.

A sheepherder in Montana and a goat herder in San Bernardino read about the city's plight while surfing the web on their laptops. They both offered to do the job for $25,000. The council chose the goat herder because he lived closer. When told that the city dump was overflowing, the goat herder said, "No problem. My goats will eat everything in your dump. Except for the automobile engines, of course." So, for another $5,000, the city killed two birds with one stone. If all goes well, they will invite the goat herder and his "family" back every three years. The goat herder said he will probably visit San Diego while his goats are in the dump. "I want to take one of those hang-glider rides. I just hope we don't crash. My goats would miss me a lot," he said.

Story 6

Water under the Sink

The 36-year-old bachelor ate his usual lunch at home. He had an apple, a ham sandwich with a sliced dill pickle, a bowl of chicken noodle soup with a couple of soda crackers, and a small candy bar, all washed down with an eight-ounce glass of milk.

After he finished lunch, Ed put everything in the sink, poured a little dishwashing soap onto a Teflon pad, and scrubbed the soup bowl, the sandwich plate, and the milk glass. Then he switched on the garbage disposal to grind up the few bits of food that he had scraped off his plate. He left the kitchen to go brush his teeth. But he felt something wet on his bare foot. Sure enough, he looked down and saw some water on the kitchen carpet. "What is this?" he said aloud.

Opening the cabinet door under the sink, he saw no dripping water. He went to the closet and got a flashlight. When he shined the light into the cabinet under the sink, he saw drops of water on the sides of the dark blue steel cylinder. It looked like he had a leaky garbage disposal. To test his theory, he turned on the switch, and a stream of water flowed out of a seam onto the cabinet floor and then onto the kitchen carpet. Ed had a problem, but he didn't have time to fix it now. He had to run some errands. He put some tape over the switch so he couldn't accidentally turn the disposal on again.

Ed came home from his errands and put the groceries into the cupboard and the refrigerator. He grabbed a flathead screwdriver and a pair of pliers from his toolbox. In the kitchen, he got down on his hands and knees and turned on the flashlight. After a couple of minutes of looking, he decided what to do. He had never opened up a disposal before, but there is a first time for everything.

The cylindrical disposal was about 7 inches in diameter and had a horizontal seam dividing the top half from the bottom half. The halves were held together by three screws. Ed jiggled the bottom half of the disposal; it was loose because two of the three screws were corroded. Only one screw was still doing its duty. Ed unscrewed it.

The bottom half of the disposal was now lying on the cabinet floor. Ed thought for sure that it would be full of months-old food, but there was no food, only a hardened, torn, useless gasket. The next day Ed went to the hardware store to buy some screws and a new gasket. The employee told him that they did not carry those gaskets and suggested

that he write to the manufacturer. Ed returned home. He created his own gasket by using gasket sealant that comes in a tube. He applied the sealant, screwed the two halves back together, and crossed his fingers.

The next day he turned on the water and switched on the disposal. When he saw the water pouring out of the seam, Ed knew one thing: it was time to buy a new disposal. The good thing was that new disposals started at $79. The bad thing was that it would have to be installed by a plumber. Plumber rates started at about $80 an hour. Ed decided that since the disposal used a lot of energy and the world needed to use less energy, from now on he would put his scraps into the kitchen garbage bag. He reminded himself to tell everyone at work tomorrow about how he was now helping to solve the world's energy problems.

فصل سوم

مفعول

مفعول از نظر تجزیه نوعی اسم است و تمام مطالبی که برای نهاد گفتیم برای مفعول هم صدق می کند.
با ین تفاوت که مفعول نوعی کامل کننده فعل یا متمم فعل Complement است. مفعول می تواند بی واسطه باشد.
یا با واسطه. تشخیص این امر در دستور زبان فارسی بر مبنای علامت "را" برای مفعول بی واسطه و "از ، در ، به ،..." برای مفعول با واسطه یا متمم است. در زبان انگلیسی از روی مفهوم تفاوت مشخص می شود. اسمی که تحت تاثیر مستقیم فعل است مفعول بی واسطه است.

She gave me the book.

Subject=she

Verb=gave

Indirect object= me

Direct object=book

عبارت اسمی در نقش مفعول با واسطه با حرف اضافه شروع می شود. و به این علت مفعول با واسطه را نوعی قید هم می توان به حساب آورد.
بحث مفعول از نظر "تجزیه" با بحث **اسم** و از نظر "نحو" یا "ترکیب" با بحث **فعل** هم پوشانی دارد. لذا در اینجا نیازی به توضیح بیشتر نیست. جز سه متن کوتاه که باید مفعولهای آنرا مشخص کنید!

Story 7
Theft Occurs Everywhere

An elderly woman told the police that, as she entered a restroom, she was jostled by a woman behind her. A few minutes later, as she was about to pay for a moustache remover at a nearby store, she discovered that her wallet was missing from her purse. Apparently the woman who had bumped into her had cleverly stolen her wallet. This type of theft is called pick-pocketing.

Perhaps an even more personal kind of theft is known as housebreaking, or burglary. After such an intrusion, the victims often report a feeling of violation. They seldom regain the comfort and security level they used to have in their home. They constantly feel like they are being watched; they feel that if they go out, the burglars will again come in. They feel uncomfortable when they are home, and they feel uncomfortable when they aren't home.

Burglars get lucky or make their own luck. Sometimes homeowners forget to lock all their windows or doors. Sometimes burglars will break a window, cut through a screen door, or force open a side door.

Thieves have no shame. They will steal from anyone that they think is vulnerable. Of course, that means the elderly are their frequent victims. Some thieves are very clever; some are very lucky. All of them make an honest person's life more difficult. It's too bad that all of them can't be caught and converted into honest people.

Imagine that: a world with no larceny, a world where you can park your bicycle unsecured on the sidewalk, or leave your purse unattended in your shopping cart. Is this only a dream? Some say that if you can dream about it, it can happen.

Story 8
Eggs and a Bunny

Easter Sunday was a cloudy but festive day in Memorial Park for about 100 kids from local orphanages. An Easter egg hunt started at 10 a.m. when a fire engine blasted its horn. Boys and girls, ranging in age from 2 to 6, dashed throughout the park, yelling and screaming, walking and running, and quite often, falling down. One little girl, Amanda, found her first egg less than a minute after the horn blew. Instead of putting it into her basket and continuing to search for more, she sat down. Then she spent the next 10 minutes examining it, unwrapping it, and eating it piece by piece. When she finished, she put the wrapper into her basket, wiped her hands on her white dress, and went to hunt for another egg.

Meanwhile Jeff, one of the older boys, filled his basket to overflowing. He asked one of the firemen to hold it for him, and then took off running for more candy eggs. As soon as he found some, he put them into the basket of the child closest to him. Two little toddlers both saw a candy egg at the same time, and they both bent over to pick it up. They banged heads, and both of them sat down bawling. A couple of volunteer nurses picked them up and told them that everything was going to be all right.

By 11 a.m., the search was over. Most of the kids were studying their candy, exchanging it with others, or eating it. But then the fire engine horn blasted again, causing three-year-old Jenny to cry. A fireman on a bullhorn told everyone to gather around, because a special guest had arrived.

Once everyone was settled, the Easter Bunny climbed down out of the fire engine. The bunny was 6'6" tall. Most of the kids cheered and ran toward him. Even Jenny stopped crying for a moment. She stared at the bunny and at all the kids running toward the bunny; then she started crying even harder. The Easter Bunny hugged the kids, and they hugged him. Then the Easter Bunny sat on a fire engine step, and one by one the kids came up, sat on his lap, and got their pictures taken. After that, the older kids were allowed to explore the fire engine itself.

The festivities ended about 3 p.m., when the orphans climbed into the buses for the return trip home. Most of them said they had a fun time. Six-year-old Sara asked, "Can we do this every Sunday?" And more than one boy asked, "Can I drive the fire engine next time?"

Story 9
Hotel Says Goodbye to Clean Couple

Theodore, the manager of the Paradise Hotel, told a middle-aged couple that they would have to leave the hotel after just one night. The couple, visiting from Texas, had booked a room for eight nights.

"They wanted a sterile environment," Theodore said. "They should have rented a room in a hospital, maybe an operating room. This hotel is clean, but it isn't that clean."

Theodore said that, on the very first day, the couple brought all the sheets, pillowcases, and bedspreads down to the main lobby and just dropped them next to the front desk. They stood there next to this pile of bedding while other guests looked, pointed, and murmured. The hotel got three cancellations within the hour from people who witnessed this strange event.

When Theodore asked the couple what the problem was, they said that their bedding was filthy and they wanted it replaced. The couple could not identify any specific "filth" on the bedding. The wife just said, "We're paying good money to stay here. How dare you doubt us? We know the filth is there. That's all the proof you need." Theodore called room service, and the bedding was replaced immediately.

Early the next evening, however, the couple marched to the front desk again and demanded seven cans of spray disinfectant. "We need a can for each night. We have to spray the phone, the TV, all the door handles, the toilet handle, the shower stall, the faucet, the sink, and any hotel staff entering our room."

Worried about what their demands might be in the following days, Theodore politely suggested that a hotel more suitable for them was just around the corner. He then called ahead to reserve a "very clean" room, and gave them free transportation in the hotel limousine.

"They seemed surprised that I suggested a different hotel, but they liked the idea that I didn't charge them for the second day, and they really liked the limousine service," said Theodore.

فصل جهارم

قید

نگاه کلی به این فصل:

انواع قید:

1-قید تکرار:

Always –usually- often – sometimes –seldom –never

2-قید حالت:

Carefully, well,...

3-قید مکان ، زمان ، کمیت، علت، چگونگی...

4-قیود درجه:

Intensifiers like very, too, enough

5-عبارتهای قیدی با نشانه های زیر:

Because of, in spite of, regardless of

Since, for, during, by, with, to,...

6-جمله واره های قیدی با نشانه های زیر:

If, unless, because, although, whether, whenever, before, until, after,...

7-قیدهایی که اجزا قابل جدا شدن دارند:

And...too/And...either/So...that

8-قید جمله:

However, therefore, also,...

درپایان این فصل باید قادر باشید:
مکان قید را در جمله مشخص کنید.
فرق قید جمله را با سایر قیدها بگویید.
انواع جمله واره های قیدی شرطی را تشخیص دهید.
حرف اضافه نشانه قید را از حرف اضافه فعلهای دو قسمتی تشخیص دهید.

انواع قید

1- قیود تکرار:

Frequency adverbs

قیود تکرار برای نشان دادن عادت می آیند و محل آنها قبل از فعل اصلی و بعذ از فعل کمکی و فعل ربطی To be است.

Always= all of the time

Usually = most of the time

Often =much of the time

Sometimes =some of the time

Seldom = almost never

Never = not at any time

sometimes امکان تغییر مکان دارد و در جملات منفی قبل از فعل ربطی و کمکی می آید. مثال:

Sometimes I study at night.

I sometimes don't know the answer.

تمرین 4-1: با توجه به الگو تمرینات زیر را انجام دهید:

MODEL: Mary drinks milk all of the time.

Student: Mary always drinks milk.

1. John drinks milk most of the time.
2. He almost never drinks tea.
3. Mr. Allen drinks coffee much of the time.
4. Mrs. Allen almost never drinks coffee.
5. She drinks tea most of the time.
6. Mr. Miller has coffee at 10 a.m all of the time.
7. Mrs. Miller has coffee at 10a.m some of the time.
8. Mrs. Miller almost never drinks milk in the morning.
9. She has coffee in the morning most of the time.
10. Mr. and Mrs. Miller eat in a restaurant some of the time.
11. John eats in restaurants all of the time.
12. Mary almost never eats in a restaurant.
13. She eats at home most of the time.
14. Mr. and Mrs. Allen eat in a restaurant much of the time.

تمرین4-2: با توجه به الگو قیود تکرار تک کلمه ایی را در محل مناسب قرار دهید:

MODEL: John is busy all of the time.

Student: John is always busy.

1. Mr. Allen is busy much of the time.
2. She is tired some of the time.
3. Mr. Miller is almost never tired.
4. Mr. Miller is thirsty most of the time.
5. He is hungry some of the time.
6. John is hungry much of the time.
7. He is thirsty most of the time.
8. He is at home most of the time.
9. Mr. Allen is at home some of the time.
10. Mr. Allen is at home some of the time.
11. Mr. Allen is right most of the time.
12. He is almost never wrong.
13. Mr. and Mrs. Allen are happy most of the time.
14. They are almost never sad.

تمرین4-3: قیود تکرار تک کلمه ایی را در مکان مناسب قرار دهید:

1. He has cornflakes for breakfast all of the time.
2. He is sleepy at breakfast all of the time.
3. He is late to class some of the time.
4. He studied at night all of the time.
5. Mrs. Miller almost never drinks coffee.
6. She drinks tea most of the time.

تمرین4-4: جملات زیر را سوالی کنید:

MODEL: The teacher is usually busy.

Student: Is the teacher usually busy?

1. You are often busy.
2. You are sometimes tired.
3. You always eat breakfast in the morning.
4. The windows are always open.

5. The teacher is usually in the room.
6. You usually have coffee for breakfast.

نکته: کلمه ever یعنی" تا حالا " که قید تکرار است و فقط در سوالات می آید. در پاسخ کوتاه به سوالاتی که از قید تکرار می پرسند، می توان فعل کمکی do یا اشکال To beرا بکار بردمنتها بعد از قید تکرار:

-Do you ever have cornflakes for breakfast?

- Yes, I always do.

Or : Yes, but seldom.

Or : Yes, but rarely.

Or :Yes, but not often.

Or : No, seldom.

Or : No, never

قید زمان بعد از قید مکان بکار می رود. مثلا:

He studies English here in the morning.

2-قید حالت: چنانچه با اضافه "LY" به صفت ، قید بسازیم قید حالت نامیده شده است. در این مورد استثناهایی کردن

هم وجود دارد:

Good--->well

Fast--->fast

Hard---->hard

Loud-->loud/loudly

He drives his car <u>carefully</u> in the city at night.

تمرین4-5: با توجه به الگو کلمه های داده شده را جایگزین کنید:

MODEL: John spoke English rapidly in class last year.

Teacher: Correctly

Student: John spoke English correctly in class last year.

1. pronounce	6. a week ago	11. read
2. these words	7. this morning	12. an hour ago
3. yesterday	8. correctly	13. rapidly
4. he	9. this word	14. Mr. White
5. rapidly	10. the sentence	15. I

16. You	20. the lesson	24. quickly
17. the story	21. explain	25. at 8 o'clock
18. Yesterday	22. gave	26. promptly
19. in the city	23. everywhere	

نکته: قید درجه در مکان قید حالت است. مثلا:

She doesn't like milk very much.

She doesn't like very much milk

در بحث اسم گفتیم گاهی اسم توسط اسم دیگر ، صفت یا قید توصیف می شود. مثلا:

The table upstairs is big.

عبارت قیدی نیز نقش توصیف دارد:

Sitting in a chair, he watched TV = He watched TV while he was sitting in a chair.

Having seen the police, he became worried. =After he saw the police, he became worried.

تمرین4-6: با توجه به الگو دو جمله را ادغام کنید تا جمله ایی که از نظر نوشتاری مناسبتر است بدست آید:

MODEL: John walked to town. John saw an interesting sight.

Student: Walking to town, John saw an interesting sight.

1. John washed his hands. John noticed a cut on his finger.
2. Mary is intelligent. Mary learned geometry quickly.
3. The car turned the corner. The car hit a tree.
4. Jim was feeling sick. Jim called a doctor.
5. The photographer took the picture.
6. Mary fell downstairs. Mary broke her arms.
7. The barber cut John's hair. The barber talked about fishing.
8. Fred had no assignments. Fred went to a movie.
9. Tom expected a call. Tom waited in the dormitory.
10. Dorothy was sick. Dorothy couldn't go to school.
11. John felt tired. John stopped at a hotel to rest.
12. The director saw the new student. The director tried to help him.
13. Thomas flew to the United States. Thomas made the trip in one day.

تمرین4-7: با توجه به الگو دو جمله را ادغام کنید:

MODEL: He saw the police. Then he became worried.

Student: Having seen the police, he became worried.

1. Paul forgot his notebook. Now he is unhappy.
2. He is looking at her picture. Later he will feel sad.
3. He was nominated. Then he began a campaign.
4. He read the newspaper. Later he went to the movie.
5. The firemen put the fire out. Afterwards they investigated the cause.
6. He worked very hard. He became tired.
7. He is working very hard. He will be tired.
8. He will examine the report. Afterwards he is going to write a letter.
9. Tom arrived at the airport. He took a taxi to the dormitory.
10. We are visiting the art gallery. Next we will go through the library.
11. He stayed up all night. The next day he looked weary in his classes.
12. She purchased a stamp. Later she mailed a letter to her family.
13. The boys are playing baseball. They will eat a big lunch.
14. He was worried. Then he went to the doctor.

3-قید قصد و غرض- زمان- مکان-علت-چگونگی...: قید می تواند قصد و غرض را برساند. این نوع قیدها به دو شکل می آیند.

John went to the store to buy some books.

John went to the store for some books.

این قیود در پاسخ به سوال" چرا...؟" از جمله می آیند و بعد از to فعل قرار می گیرد. در صورتی که بعد از for عبارت اسمی میآید:

تمرین4-8: بر طبق الگو تمرینهای زیر را انجام دهید:

MODEL: He came to get the books.

Teacher: for

Student: He came for the books.

1. The concert
2. Hear the concert
3. Study English

4. Cash the check
5. Meet me
6. Get me
7. Get some coffee
8. For
9. His coat
10. All of his books
11. Get all of his books
12. Tell me the news

13. Buy some matches
14. Buy matches
15. Matches
16. Lunch
17. Eat lunch
18. Find a chair
19. For
20. Watch a TV program
21. Pick up his radio
22. For
23. An exam
24. Take a test

قید علت در پاسخ به چرا از جمله می آید. in order to/To حرف اضافه نیست یعنی نباید بعد از آن ING بکار رود.

تمرین4-9: با توجه به الگو جمله ایی داده می شود که شما باید برای هر کدام یک سوال و یک جواب بنویسید:

MODEL: John called up Mary in order to ask her a question.

Student: Why did John called up Mary? (in order)To ask her a question.

1. John went to the post office for some stamps.
2. John answered the question by shaking his head.
3. John went to Detroit in order to see a movie.
4. John got here early by running fast.
5. John put his glasses on in order to see the blackboard.
6. John talked to his mother by phone.
7. Mr. Miller has to go to the bank in order to cash a check.
8. We can improve our pronunciation by imitating native speakers.
9. We learn the meaning of new words by looking them up in a dictionary.
10. We have to study hard in order to pass our exams.

نکته: منفی کردن قید "علت" به این صورت است:

He came in order not to miss the concert.

قید چگونگی در پاسخ به سوال "چطور"می آید. معمولا ساختار این نوع قید در انگلیسی به شکل زیر است:

By + verb +ING

-John passed the test.

-How?

-By studying hard.

تمرین4-10:با استفاده از فعلهای دو قسمتی پیشنهاد شده مطابق الگو پاسخ دهید:

MODEL: How did John learn English? (Practice constantly)

Student: He learned English by practicing constantly.

1. How did John find Mr. Miller's address?(look in the telephone book)
2. How did John earn money?(sell radios)
3. How did Mr. Miller learn English?(watch movies)
4. How did John learn pronunciation?(imitate the teacher)
5. How did John improve his English?(practice everyday)
6. How did John find the post office? (ask a policeman)
7. How did John entertain the class?(play a guitar)

لازم به ذکر است که چون "با" فارسی هم برای BY و هم برای WITH بکار می رود، غالبا فراگیران موارد کاربرد آنها را اشتباه می گیرند.WITH علامت مفعول با واسطه است. BY "بوسیله" ترجمه می شود.

They sent the news by radio.

She came to class by taxi.

He opened the door with a key.

He was killed by his wife with a stone!

تمرین4-11: در پاسخ به سوالات زیر از BY یا WITH استفاده کنید:

1. How did he send the package?----airmail.
2. How did he open the box?---his hand.
3. How did he go downtown?-----bus.
4. How did he go to New York?--------plane.
5. How did Mrs. Miller answer?---nod.
6. How did John go to Chicago?-------car.
7. How did Mrs. Miller open the can?-------can opener.
8. How did Mary eat the cake?--------fork.

4-قیود درجه: میزان قید یا صفت را تعیین می کنند.مثلا:

John is very tired.

John is too tired.

John is old enough.

نکته: Enough بعد از صفت یا قید خود می آید ولی می تواند بعد یا قبل از اسم هم بیاید:

We have enough time.

We have time enough.

تمرین4-12: با توجه به الگو دو جمله زیر را ادغام کنید:

MODEL: John is short. He can't reach the ceiling.

Student: John is too short to reach the ceiling.

1. Mary is very tired. She can't watch TV.
2. John is very busy. He can't go to New York.
3. Peter is very lazy. He doesn't work.
4. John is very angry. He can't think clearly.
5. The students are very tired. They can't study.
6. The boy is young. He can't drive.
7. Mary is sick. She can't go to the class.

MODEL: The ceiling is high. We can't reach it.

Student: The ceiling is too high for us to reach.

8. The pencil is short. We can't use it.
9. The coffee is sweet we won't drink it.
10. The shoes are small. I can't wear them.
11. The television set is very heavy. I can't carry it.
12. The bananas are soft. We won't eat them.
13. The car is old. We shouldn't drive it.
14. The water is warm. We won't drink it.

تمرین4-13:کاربرد Too /enough را بر طبق الگو تمرین کنید:

MODEL: John is tall. He can reach the ceiling.

Student: John is tall enough to reach the ceiling.

MODEL: John is very busy. He can't take a trip.

Student: John is too busy to take a trip.

1- The chalk is very short. We can't use it.
2- The chalk is very short. We can throw it away.
3- Mary is very sick? She can't come to class.
4- John is well. He can come to class.
5- The exercise is very easy. We can do it.
6- It is very cold. You can't go swimming.
7- It is very cold. We can go skating.
8- The bananas are very soft. We can't eat them.
9- The exercise is easy for us. We can do it.
10- This hat is small for George. He can't wear it.
11- The meeting is important for John. He shouldn't miss it.
12- The suit is small. Mr. Miller can't wear it.
13- The window is low. John can reach it.

دسته دیگر از قیود تک کلمه ایی دلالت بر زمان نامعلوم دارند.مثل:

14- John still lives in New York.
15- Alice still can't speak Japanese.
16- Alice isn't here anymore.

تمرین 4-14: با توجه به الگو دو جمله زیر را ادغام کنید:

MODEL1: Mary often played the piano last year. She doesn't play the piano.

Student: Mary doesn't play the piano anymore.

MODEL2: John didn't play the piano before. He doesn't play the piano now.

Student: John still doesn't play the piano.

MODEL3: Paul played the piano two years ago. He plays the piano now.

Student: Paul still plays the piano.

1- The price was five dollars. The price is five dollars.
2- John was eating breakfast. John is eating breakfast now.
3- Mr. Black lived in New York. Mr. Black doesn't live in New York anymore.
4- Mr. Brown lived in New York. Mr. Brown lives in New York now.
5- Mr. Black had been living in New York. Mr. Black was living in New York when I left.

6- I wanted to study last night. I want to study now.

7- I tried to study yesterday. I am trying to study now.

8- He attended the university last semester. He doesn't attend the university now.

9- He didn't speak very well last year. He doesn't speak very well now.

10- I wanted him to study before. I want him to study now.

11- They complained about the heat last week. They are complaining now.

12- My father walked there last year. He doesn't work there now.

Already به معنی "از قبل "است. در جملات مثبت (یا در انتهای جمله و یا قبل از فعل اصلی و بعد از فعل کمکی) می آید.

Alice is in New York already.

Alice is already in New York.

Paul hasn't read the book yet.

تمرین4-15: با توجه به الگو تمرینهای زیر را انجام دهید:

MODEL: It's only eight o'clock, and Dr. Brown is here.

Student: It's only eight o'clock, and Dr. Brown is here already.

MODEL: The class should begin now, but Mr. Green isn't here.

Student: The class should begin now, but Mr. Green isn't here yet.

1- They didn't expect to come early, but they are here.

2- They expected to come yesterday, but they aren't here.

3- I expected them yesterday, but they aren't here.

4- I expected them today, but they haven't come.

5- They had a lot of work, but they haven't finished.

6- I expected them to go later, but they have left.

7- I expected them to go early, but they haven't left.

8- They had very little work today, but they haven't finished.

9- We have just started to work, but Mr. Appleton is tired.

10- We had just started to work when you came, but Mr. Appleton was tired.

11- I'm waiting for a friend, but he hasn't come yet.

12- These students began to study English a short time ago, but they speak very well.

5-عبارات قیدی :چند کلمه هستند که معمولا با حرف اضافه شروع می شوند و نقش قید را در جمله ایفا میکنند.

Paul studied in the morning.

John calls on Wednesday.

اینکه حرف اضافه مربوط به عبارت قیدی است یا بخشی از فعل دو قسمتی است با استفاده از کلمه استفهام مشخص می شود.

He is from Canada.

Where is he from? Canada.

I've been waiting here from 10 to 2 o'clock. How long have you been waiting here?

From 10 to 2 o'clock.

تمرین 4-16: در جملات زیر دقت کنید که حرف اضافه متعلق به عبارت قیدی است یا فعل.

MODEL: John <u>waits for</u> Mary everyday.(phrasal verb)

John arrived <u>in September.(adverbial phrase)</u>

1. John works on Wednesday.
2. Alice waited for her friend.
3. John lives on Main Street.
4. John looked at a new painting.
5. The painting was from Spain.
6. Mary looked at the painting.
7. He waited in the museum.
8. John talked to Mr. Miller.
9. They were hungry at 5 o'clock.
10. They watched television in the evening.

حروف اضاقه دیگر عبارتند از:

since برای بیان شروع وقوع فعل

For در پاسخ به How long

during در پاسخ بهwhen

We studied <u>for twenty minutes.</u>

We studied <u>during the noon hour.</u>

تمرین4-17: با توجه به مثال دو جمله را ادغام کنید:

MODEL1: Bill own this house. He bought it in January.

Student: Bill has owned this house since January.

MODEL2: Jane belongs to the club. She joined it three weeks ago.

Student: Jane has belonged to the club for three weeks.

1. We know this song. We learned it three weeks ago.
2. We know Mr. Smith. We met him three weeks ago.
3. The Johnsons live in Canada. They moved there in January.
4. Mrs. Brown holds the position of treasurer. She obtained the position in January.
5. George has a cold. He caught it three weeks ago.
6. Betty owes me a dollar. She borrowed it in January.
7. Alice is in the hospital. She went there three weeks ago.
8. Charles belongs to the Socialist Party. He joined it in January.
9. Dr. Hill owns this machine. He bought it three weeks ago.
10. I liked American movies in 1965,and I like them now.
11. I wanted to see this movie a year ago, and I want to see it now.
12. I had blond hair when I was a child, and I still have blond hair now.
13. I began to work here in March, and I still work here now.

تمرین4-18: با توجه به الگو جایگزین کنید:

MODEL: I worked hard for two hours.

Teacher: The summer

Student: I worked hard during the summer

Several days	Six years
The course	The day
A little while	My vacation
The night	Two days
Three weeks	Several hours
Many years	The school year
The afternoon	A long time
A few minutes	A little while
The evening	

OFحرف اضافه دیگری است که در عبارات قیدی می آید. مثل:

Because of / in spite of/ regardless of

I stayed home because of the rain.

John didn't wear a raincoat in spite of the rain.

I wear a raincoat regardless of the weather.

تمرین4-19: با توجه به الگو تمرینات زیر را انجام دهید:

MODEL: I stayed home because it was raining.

Student: I stayed home because of the rain.

1. I come here because I wanted to take the English course.
2. Mary stayed home yesterday because she had a headache.
3. Mr. Miller is going to move to California because he likes the weather there.
4. George couldn't answer the letter immediately because he had a lot of homework.
5. Alice is going to Florida because she wants to visit her sister.
6. John can't go to the movies tonight because he has an exam tomorrow.
7. Mr. Jones moved to Arizona because the state has a dry climate.
8. John got home late because the traffic was heavy.
9. The classes were cancelled because it was a holiday.

تمرین4-20: با توجه به الگو تمرینات زیر را انجام دهید:

MODEL: We went on a picnic although the weather was cool.

Student: We went on a picnic in spite of the cool weather.

10. Jack went with us although he had a lot of work to do.
11. Ruth went too although she had a cold.
12. Betty went too although her mother didn't want her to.
13. George went too although he had a class.
14. We didn't wear coats although the weather was cool.
15. We went in George's car although the engine was in a bad condition.
16. We decided to go to Fish Lake although the distance was great.
17. We wanted to go there although the road was not very good.
18. We got there in an hour although George's car was very old.
19. We swam in the lake although the water was cold.
20. We sat on the ground although the grass was wet.
21. We enjoyed our lunch although the coffee was cold.

22. We stayed all afternoon although it began to rain.

23. we started home at 6:00 although Betty wanted to stay longer.

6-جمله واره قیدی : جمله ای است که حکم قید زمان، مکان، حالت ، علت،و ...را در جمله دارد.

در شروع این جمله واره ها علاوه بر کلمات موصول ، سایر کلمات دیگر هم دیده می شود: مثلا:

If/unless/before/until/after/while/when

while در اول جمله واره های قیدی قرار می گیرد که دلالت بر زمان استمراری دارند و در فارسی به" در حالیکه" ترجمه می شود.

When در اول جمله واره های قیدی دلالت بر زمان استمراری یا زمان مقطعی داردو "وقتی که" ترجمه می شود.

تمرین4-21: با توجه به الگو تمرینات زیر را انجام دهید:

MODEL: I was studying when my friends arrived.

Student: My friends arrived while I was studying.

1. John came when I was eating.
2. I was reading when the storm began.
3. I was working when he opened the door.
4. I was having a cup of coffee when he took my picture.
5. I was practicing my lesson when he arrived.
6. I was watching the baseball game when it began to rain.
7. I was listening to some music when the phone rang.
8. I dropped the book while I was drinking some tomato juice.
9. I found the pencil while I was moving the furniture.
10. It began to snow while I was working in the garden.
11. I saw John while I was walking to class.
12. John came while I was writing a letter.
13. The taxi broke down while I was going to the airport.

تمرین4-22: با توجه به الگو تمرینات زیر را انجام دهید:

MODEL1: I was studying. My friends arrived.

Student: I was studying when my friends arrived.

MODEL2: I arrived. John was working.

Student: I arrived while John was working.

1- John was watching television. I began to write.

2- I dropped the book. I was walking to class.

3- I was cleaning my room. I found the pencil.

4- John was listening to the radio. The phone rang.

5- It began to rain. John was fixing his bicycle.

6- Mary was playing the piano. John answered the telephone.

7- The child woke up. Mary was sleeping.

8- The train was moving. Mary got off.

9- John called. Mary was playing the piano.

نکته: کلمات زیر هم علامت عبارتهای قیدی هستند و هم علامت جمله واره قیدی:

Before

Until

After

The phone rang before John arrived .(adverbial clause)

The phone rang before five o'clock. (adverbial phrase)

Mary studied before eating. (adverbial phrase)

Afterwards: قید جمله است.

after : حرف اضافه است.

He went to class after he ate breakfast.

John ate breakfast. Afterwards he went to class.

تمرین4-23: با توجه به اینکه وقتی جای قید اول جمله باشد باید توسط کاما از بقیه جمله جدا شود، محل کاما را در جملات زیر مشخص کنید:

MODEL1: Before he went to the movies, John ate supper.

MODEL2: John ate supper before he went to the movies.

1- After breakfast Mr. Smith went to work.

2- Until it got dark John and Paul played tennis.

3- After it saw the cat the dog made a lot of noise.

4- John was very hungry until he ate a sandwich.

5- Before lunch John wrote a letter to his parents.

6- Mr. Smith went to work after breakfast.

جمله واره های قیدی برای بیان شرط با کلمات زیر می آیند:

IF

UNLESS

WHETHER

UNTIL

بیان شرط آینده(شرطی نوع اول):

If he reads the answer, he will tell her.

If he is reading the answer, he tells her.

بیان شرط که امر ناممکن را به زمان حال یا آینده نسبت دهد(شرطی نوع دوم)

If he read it, he would tell her.

If he was reading it, he would tell her.

If he read it, he told her.

If he read it, he tells her.

If he read it, he will tell her.

بیان شرط که امری ناممکن است و به زمان گذشته اطلاق می شود(شرطی نوع سوم)

If he had read it, he would have told her.

If he had read it, he would tell her.

تمرین4-24: با توجه به مثالها تمرین را حل کنید:

MODEL: I will go by plane if I go to Europe.

Student: I would go by plane if I went to Europe.

1- I will go to London first if I go to England.
2- I will visit Buckingham Palace if I am in England.
3- I will take the train if I decide to go to France.
4- I will spend at least a week in Paris if I go to France.
5- I will see the Eiffel Tower if I am in Paris.
6- I will visit Amsterdam next if my friends invite me.
7- I will rent a car if I decide to go to Sweden.
8- I will see Stockholm if I visit Sweden.
9- I will stop in Germany if I travel to Italy.
10- I will learn a little German if I stay in Germany.

11- I will fly to Berlin if I have time.

12- I will cross the Alps if I go to Italy.

13- I will see many famous museums if I stop in Florence.

14- I will write many postcards if I don't write letters.

15- I will spend a lot of money if I stay in Europe long.

تمرین4-25: به سوالات زیر پاسخ دهید:

MODEL: What would you do if you were sick?

Student: If I were sick, I would go to a doctor.

1- What would you do if you were a millionaire?

2- What would you do if you had a car?

3- What would you do if you were president?

4- What would you do if you were ten years younger?

5- What would you do if you had all the money you wanted?

6- What would you do if you discovered a gold mine?

7- What would you do if you found $ 50.00 on the street.

8- What would you do if you needed a pencil?

9- What would you do if you were sick?

10- What would you do if you tore your coat?

11- What would you do if you had a vacation next week?

12- What would you do if you were a king?

13- What would you do if you didn't have class today?

14- What would you do if you had an exam today?

15- What would you do if you were in Paris now?

16- What would you do if you thought it was going to rain?

تمرین4-26:بر طبق الگو شرطی نوع سوم بسازید:

MODEL: I would go to Chicago if I had a car.

Student: I would have gone to Chicago if I had had a car.

1. I would wear my raincoat if it were cloudy.
2. I would go to the museum if it stayed open in the evening.
3. I would study if I had to.
4. I would visit John if he were home.
5. I would watch television if I didn't have so much homework.
6. I would go to the party if you sent me a special invitation.
7. I would bring my friends if you asked me to.
8. I would buy a new car if you lent me the money.
9. I would work in the garden if he needed exercise.
10. I would take an aspirin if I had a headache.
11. I would study the irregular verbs if I didn't know them.
12. I would buy a toothbrush if I needed one.
13. I would throw away my ballpoint pen if it didn't work.
14. I would raise my hand if I didn't understand something.
15. I would get mad if George raised his hands too often.
16. I would bring an umbrella if I knew it was going to rain.

تمرین4-27: پاسخ دهید:

MODEL: What would you have done if you had been sick yesterday?

Student: If I had been sick, I would have gone to a doctor.

What would you have done if ....

1. someone had stolen your car yesterday.
2. you had stayed in your country.
3. you had gone to France last year?
4. you had found a $50.00 bill on the street yesterday?
5. you had been Napoleon?
6. you had been born in 1400?
7. you had needed money last week?
8. you had torn your coat yesterday?
9. you had lost all your money last week?
10. you had had a vacation last week?
11. you had been Adam?

12. you had lived 100 years ago?
13. you had been Columbus?

تمرین4-28: با توجه به الگو پاسخ دهید:

MODEL: John will buy a new bicycle unless he can fix his old one today.

Student: John will buy a new bicycle if he can't fix his old one today.

1. John usually goes to the movies on Friday if he doesn't have to study.
2. John might go to New York unless it costs too much.
3. Paul will never know where you lived if you don't tell him.
4. I am going to Florida unless I get a good job there.
5. I can't buy any new shoes if you don't give me any money.
6. Joe will take the bus unless he has a date.
7. I can't work these algebra problems if you don't help me.

در تمرینهای زیر با منفی کردن جمله پایه جایگزینی انجام دهید:

MODEL: John will go swimming if the sun comes out.

Student: John won't go swimming unless the sun comes out.

8. John will call Mary if he has time.
9. He won't study unless he has to.
10. I like to go swimming if the water is warm enough.
11. I can't work these algebra problems unless you help me.
12. I'll go to the movies if I finish my homework.

تمرین4-30: با توجه به مثال پاسخ دهید:

MODEL: John went to bed early last night. He was Tired.

Student: John went to bed early last night because he was tired.

MODEL: Mary came to class today. She wasn't feeling well.

Student: Mary came to class today although she wasn't feeling well.

1. John went swimming yesterday. The weather was nice.
2. Mary stayed at home yesterday. She had a headache.
3. Mr. Miller worked hard. It was very hot.
4. John completed the course. It was difficult.
5. Everyone likes John. He is very friendly.
6. Juan can't go home for two hours. He is very homesick.

7. Juan is studying English here. His father wants him to.
8. Juan wrote to the university. It was difficult for him.
9. John helped Mary write the letter. It was easy for him.
10. Susan drove from New York to California. Her car was very old.
11. Mary feeds her cat the last cat food. It is very expensive.
12. Mr. and Mrs. Miller want to sell their furniture. They are moving to New York.
13. Alice is going to Florida. She wants to visit her sister.

به جملات زیر دقت کنید:

Model: I wear a raincoat if it is raining./I wear a raincoat if it's not raining.

Student: I wear a raincoat whether or not it is raining.

Or I wear a raincoat whether it's raining or not.

تمرین4-31: با توجه به مثال پاسخ دهید:

MODEL: Do you study if you are tired?

Student: I study whether or not I am tired.

1. Are you going to go to (Are you going to) Chicago if John goes?
2. Can John understand Americans when they speak fast?
3. Do you like to study before dinner if you are tired?
4. Can you study when your friends are talking?
5. Do you like your friends to visit you when you are studying?
6. Do you want to go to the movies if there is a good television program?
7. Do you continue to study if there is a good television program?
8. Do you want to get something to eat after the movie if it isn't too late?

7- قیدها یی که اجزا جدا شدنی دارند:

So...that

Such ...that

And ...too

And....either

And so...

And neither...

تمرین4-32: با توجه به الگو تمرین زیر را انجام دهید:

MODEL1: John can speak English. Mary can speak English.

Student: John can speak English and Mary can too.

MODEL2: He has to learn Spanish. She has to learn Spanish.

Student: He has to learn Spanish, and she does too.

1. He is studying it now. She is studying it now.
2. He studied French last year. She studied French last year.
3. He is taking a course in French now. She is taking a course in French now.
4. He is going to study French tonight. She is going to study French tonight.
5. He studied every night. She studied every night
6. He will have an exam tomorrow. She will have an exam tomorrow.
7. He has to take the exam. She has to take the exam.
8. He should study for it tonight. She should study for it tonight.
9. He might pass the exam. She might pass the exam.
10. He passed the last exam. She passed the last exam.
11. He must be a good student. She must be a good student.
12. Examinations are necessary. Homework is necessary.
13. John and Mary have to do a lot of homework. We have to do a lot of homework.
14. They had to study last night. We had to study last night.

تمرین4-33: با توجه به الگو تمرین زیر را انجام دهید:

MODEL: George doesn't sing well. Paul doesn't sing well.

Student: George doesn't sing well, and Paul doesn't either.

1. George didn't play tennis yesterday. Paul didn't play tennis yesterday.
2. George might not be here tomorrow. Paul might not be here tomorrow.
3. George isn't always early. Paul isn't always early.
4. George wasn't at the movies yesterday. Paul wasn't at the movies yesterday.

5. Alice might not go to the movies tonight. Mary might not go to the movies tonight.
6. Alice isn't going to be late. Mary isn't going to be late.
7. Alice doesn't like cigarette smoke. Mary doesn't like cigarette smoke.
8. Alice wasn't very busy yesterday. Mary wasn't very busy yesterday.

تمرین4-34: با توجه به الگو تمرین زیر را انجام دهید:

MODEL: George read a good book. Alice read a good book.

Student: George read a good book, and so did Alice.

MODEL2: George isn't hungry. Alice isn't hungry.

Student: George isn't hungry, and neither is Alice.

1. George can't go to the party tonight. Alice can't go to the party tonight.
2. George isn't studying. Alice isn't studying.
3. He can play the piano. She can play the piano.
4. George isn't tired now. John isn't tired now.
5. Bob and Alice will be here tomorrow. We will be here tomorrow.
6. They don't have to come. We don't have to come.
7. John should write home. Mary should write home.
8. John studies everyday. Mary studies everyday.
9. We shouldn't arrive late. The teacher shouldn't arrive late.
10. We have to arrive on time. He has to arrive on time.
11. We don't have to arrive early. He doesn't have to arrive early.
12. John arrived late yesterday. His friends arrived late yesterday.
13. John is going to visit Canada. George is going to visit Canada.
14. My shoes were expensive. My suit was expensive.
15. They won't go to the store. I won't go to the store.
16. Mr. Hill plays volleyball very well. Mr. Smith plays volleyball very well.

تمرین4-35: با توجه به الگو تمرین زیر را انجام دهید:

MODEL: John is very busy. He can't go to Chicago.

Student: John is so busy that he can't go to Chicago.

1. Mary is very homesick. She can't study.
2. Bob is very sick. He can't come to class.
3. My chair is very hard. I can't sit comfortably.
4. Mr. Smith is very tired. He won't stay up late tonight.
5. The movie was very interesting. Susan saw it twice.
6. John's car is very old. He can't sell it.
7. Mrs. Taylor is very pleasant. Everyone likes her.
8. Some of the students were very sleepy. They fell asleep during the movie.
9. The new car was very expensive. John couldn't buy it.
10. The ceiling is very high. John can't reach it.
11. Mr. Jones is very lazy. He won't work.
12. Mr. Miller talks very fast. I can't understand him.
13. Mary had much work. She was busy all day.
14. The students practiced in the lab very often. Their pronunciation improved a lot.
15. John pressed his pencil very hard. The lead broke.
16. John spoke rapidly. I couldn't understand him.
17. Mrs. Smith drove car very fast. She received a ticket for speeding.
18. John has little money. He can't buy the book.

تمرین4-36: با توجه به الگو تمرین زیر را انجام دهید:

MODEL: It was a very cold day. Susan stayed home.

Student: It was such a cold day that Susan stayed home.

1. A Cadillac is a very expensive car. John can't buy one.
2. The Smiths are very friendly people. Everyone feels welcome at their house.
3. John has a very severe headache. He's going to go to the doctor.
4. John is a very busy student. He sleeps only six hours a night.
5. The football team has very good players. It has never lost a game.
6. Mary is a very good student. She is going to pass all of her exams.
7. San Francisco is a very interesting city to visit. I want to go there as soon as possible.

8. It was a very cold day. Susan stayed home.
9. A Cadillac is a very expensive car. John can't buy one.
10. The museum is a very interesting place. The students want to visit it again.
11. John told a very funny story. Mary wanted to hear it again.

تمرین4-37: با توجه به الگو تمرین زیر را انجام دهید:

MODEL: Paul is too short to reach the apple on the tree.

Student: Paul is so short that he can't reach the apple on the tree.

Or: Paul is such a short boy that he can't reach the apple on the tree.

1. Peter is too old to become a soldier.
2. These shoes are too small for me to wear.
3. This book is too difficult for the new students to read.
4. The professor is too busy to leave his office.
5. He is too sick to stand up.
6. She is too young to go to school.
7. This town is too small to have a fire department.
8. This coat is too long for me to wear.
9. This hill is too steep for us to climb.

8-قید جمله: قید فقط کلمه ایی نیست که اسم ، صفت یا قید را مقید کند بلکه می توان از قیدهایی نام برد که کل جمله را توصیف می کنند.جمله زیر را در نظر بگیرید:

Mary was happy, but Alice was very sad.

جمله اول با حرف ربط یا conjunction به جمله دوم ربط پیدا کرده است. حرف ربط در داخل یک جمله است. ولی قید جمله در جمله دوم می آید.

Mary was happy. However, Alice was sad.

Mary was happy. Alice, however, was sad.

Mary was happy. Alice was sad, however.

جدول4-1: حرف ربط و قید جمله هم معنی

حرف ربط	قيود جمله
But yet	However Nevertheless Still On the contrary On the other hand In contrast In spite of that conversely
and	Also Besides Moreover Furthermore Indeed Likewise Similarly In addition In fact As a matter of fact
So	Therefore Consequently Thus As a result
or	In other words In summary In a word In brief Briefly In general To summarize

تمرین4-38: با توجه به معنی ، قیود جمله مناسب را بکار برید:

MODEL1: He is sick. He can't come.

Student: He is sick. Therefore, he can't come.

MODEL2: He has a cold. He has a cough.

Student: He has a cold. Also, he has a cough.

MOFEL3: He is in bed. Nevertheless, he has to get up tomorrow.

1. We like Mr. Miller as a teacher. We like Miss Smith better.
2. Tom has a good vocabulary. He pronounces well.
3. I don't have a driver's license. I don't drive.
4. We haven't seen the new building. We don't know what it looks like.
5. I can't come today. I'll come tomorrow.
6. She bought her books today. She bought some pencils.
7. The carpenters worked hard. They didn't finish.
8. They are studying hard. They are learning English rapidly.
9. She knows how to play the piano. She can dance.
10. We like potatoes. We like rice.
11. I bought a boat last week. I haven't used it yet.
12. Bill left town. He won't be able to keep his appointment.

نکته: گاهی اوقات دو جمله با هم می آیند و اگر قید جمله دوم را از انتها به ابتدای جمله منتقل کنیم، پیوستگی معنا در کل متن بیشتر می شود.مثلا:

We have breakfast at eight o'clock. At nine o'clock we have class.

نکته: اگر در جمله دوم افعالی مثل افعال زیر بیاید، می توان از کلمه There در ابتدلی جمله برای ایجاد پیوستگی معنی استفاده کرد. در این مورد نیازی به گذاشتن کاما بعد از قید در اول جمله نیست.مثال:

To be – come – rise – lie – grow

1. New Mexico and Arizona were the first states we visited. Next there was California.
2. Los Angeles was the first city we visited. Next there came San Francisco.
3. Driving to San Francisco, we had the ocean on our left. On our right there rose high mountains.
4. San Francisco is on the west side of a large bay. On the east side there lies the city of Berkeley.

5. We hadn’t seen many forests in Tehran. North of Tehran There grow large forests.

تمرین4-39: با توجه به الگو تمرین زیر را انجام دهید:

MODEL: He gets up at 8:00. He eats breakfast at 8:30.

Student: He gets up at 8:00. At 8:30 he eats breakfast.

1. They grow cherries in Michigan. They grow peaches in Georgia.
2. He studied from six until nine. He reads the newspaper from nine until ten.
3. John stated his trip on Tuesday. He was in Chicago on Wednesday.
4. Ted saw an accident. He ran for the police immediately.
5. Mr. Martinez does not like American food. He will get accustomed to it eventually.
6. Bill has one class in the morning. He has three classes in the afternoon.
7. Mary had a headache yesterday. She feels better today.
8. The library has a reading room on the first floor. It has a large reference room on the second floor.
9. We find salt water in the Great Salt Lake. We find fresh water in other lakes.
10. It is 6:30 on my watch. It is 6:40 on Jim’s watch.

تمرینات کلی فصل چهار

تمرین کلی 1: جملات زیر را با عبارت یا جمله واره مناسب تکمیل کنید. از جمله توضیحی زیر کمک بگیرید:

Oscar is friendly and carefree. He is happy to give everything to his friends who spend most of his large amount of money.

1. Oscar has many friends because------.
2. A few of his friends like him because-----.
3. Most of his friends like him because---.
4. He likes all of them although-----.
5. He spends his money freely if---.
6. He gives away his books when----.
7. He acts like a poor man in spite of---.
8. He is still happy at the end of the month although----.
9. He is always carefree whether or not----.
10. He can't take his friends to parties at the end of the month because---.
11. Oscar's uncle should send him clothes in place of check because---.
12. Oscar can't buy any clothes in spite of---.
13. He doesn't have any good shirts because----.

تمرین کلی2: جملات زیر را به دو جمله تبدیل کنید:

MODEL1: Going to lunch, I saw him.

Student: I was going to lunch. I saw him.

MODEL2: Having seen him, I went to lunch.

Student: I saw him. Then I went to lunch.

MODEL3: I saw him going to lunch.

Student: I saw him. He was going to lunch.

1. She smiled at him standing there.
2. Standing there, she smiled at him.
3. I looked at the leaves blowing in the breeze.
4. Having written the letter, Jim mailed it.
5. Sailing to Europe, He had a good time.
6. Hurrying home, Norman met an old friend.

7. Norman met an old friend hurrying home.
8. Having eaten breakfast, he walked to school.
9. Having tossed in the storm, the ship creaked noisily.
10. Having parked our car, we began to do our shopping.
11. Jane heard me laughing loudly.
12. The kitten imitated its mother washing its face.
13. Washing its face, the kitten imitated its mother.
14. Bob worried about typing too much.
15. Having finished his lesson, he went to the program.
16. Having shouted his name, they ran through the streets.
17. Having walked all afternoon, they felt hungry.
18. Driving too fast, he hit the tree.
19. Having finished school, John took a vacation in Florida.

تمرین کلی3 : سه متن انتهای این فصل را بخوانید و قیود آنها را مشخص کنید:

Story 10

A School Girl Sues Her School

A straight-A student got a C in cooking class and didn't like it. She didn't like it so much that her dad filed a complaint in federal court about it. He alleges that the teacher, who is white, discriminated against his daughter, who is black. He seeks to have her grade changed from a C to an A and asks for unspecified financial damages.

Virginia Brown is in the ninth grade at Ashley High School. Since her first year in school, she has had perfect attendance and all her grades have been A's. Virginia's father said her heart was broken when she got the C.

"She cried the whole weekend," he said. "She wouldn't come out of her room. Her eyes were red and puffy. My little girl hasn’t been this upset since her cat got run over by a car when she was 6 years old."

Virginia is a model student. She's the class president. She's on the swim team, the volleyball team, and the track team. She belongs to the chess club. She is a member of the Girl Scouts and sings in her church choir.

The home economics teacher is 28-year-old Jessica Smith. This is her first year teaching. Ms. Smith said that discrimination was absolutely not the issue. “Some of my best friends are African-Americans," she said. “This isn’t a black and white problem. Everybody in America wants to sue everybody else. I’m going to sue them for defamation of character and whatever else my lawyer comes up with.”

The school principal, who grew up in India, said that he supported Ms. Smith 100 percent. He said that Virginia is an excellent student who would have no problem getting into the best universities even with a C in cooking.

Story11

Books Don’t Grow on Trees

A local community college professor decided to fight back. “The price of books for our students is just getting higher and higher and, combined with the rising cost of tuition, it’s killing these kids,” said Peter Jason, Ph.D. “Remember, students are one of the poorest groups of people in America. Almost half of them have at least one part-time job. In fact, one of my students has three jobs. She is a part-time sales clerk at a clothing store three days a week, then works three evenings a week as a pizza cook, and on weekends she does manicures at a beauty salon. And she still manages to have a high GPA and go to school full-time.”

Textbook prices are traditionally high. Adding to that problem, many college instructors change textbooks year after year; they either upgrade to a new edition or switch to an entirely different textbook. This further hurts students because if an instructor no longer uses a particular textbook, that book has no resale value.

Dr. Jason decided to make life a little easier and a lot cheaper for his students by writing his own book on public speaking. “Many books have an increased price because of bells and whistles: CD-ROMs, lots of color photographs, and lots of graphics. I talked to my students, and many of them, like me, prefer to keep things simple. So, during a sabbatical a few years ago, I wrote my own textbook. I made sure that it wasn’t long-winded. I called it Successful Public Speaking: How To Be Brief, Concise, and to the Point.

“Compared to most other public speaking primers, mine is half the number of pages, and one-third the price. That is, $30 instead of $90. Plus, it is published in a three-ring

binder format. So, when I wrote a second edition last year, students only had to buy the 35 new pages and delete 35 of the original pages. For only $7.00, they had upgraded to the new edition. I've had great feedback from my students about this loose-leaf concept. Maybe the word will get out, and more writers and publishers will try it."

Story 12

Immigration Goes Online

Thousands of immigrants who need to file papers related to immigration status, green cards, and resident cards no longer have to stand in line for hours on end. The immigration office now has a new system called Info Pass. Applicants simply schedule a time and a date to meet with an immigration officer using Info Pass. They don't even have to go to the immigration office. Info Pass is a website that they can access on their home computer or a library computer.

To beat the crowds, immigrants in Los Angeles used to get in line the night before. They would start lining up outside the building at 6:00 p.m. and spend the night in the cold or, occasionally, in the rain. By the following morning, there might be 200 people in line. This, of course, was an unpleasant surprise to people who thought they were early birds by arriving at 7:00 a.m. Sometimes people would sell their place in line to others for $50 or more.

Where there are lines, there are vendors. No one had to worry about going hungry in line because of the variety of hot and cold food and drinks being sold all night long. Occasionally the police received reports about people being pickpocketed while waiting in the overnight lines. But such reports were rare. Many immigrants prefer not to get involved with police for fear of being sent back to their native country.

With the new system, people with appointments are in and out of the building within an hour. Applicants show up 15 minutes before their appointment time. Things are so efficient now that about 120 applicants per hour can be processed through the immigration office. Before Info Pass, it was about 40 people an hour.

فصل پنجم

جمله

نگاه کلی به این فصل:

انواع جمله:

1- جمله از نظر زمان:حال(حال ساده – حال استمراری –حال کامل)، آینده(آینده نزدیک، آینده دور)

گذشته(ماضی ساده-ماضی استمراری-ماضی بعید-ماضی التزامی)

2- جمله از نظر نهاد: معلوم و مجهول

3- نقل قول:برای خبر،برای امر، برای پرسش

4- جمله برای گرفتن تایید: Tag Questions

5- جمله از نظر ساخت: جمله ساده ، مرکب ، پیچیده

6- جمله برای تعارفات:Functions

7- جمله از نظر نوع متمم: جمله با مسند ، جمله با مفعول

در این فصل مباحثی ارئه می شود که در آن تمتم اجزا جمله دخالت دارند. مثلا "زمان" فقط مر بوط به فعل نیست و عناصری علاوه بر فعل در تعیین زمان دخالت دارند.

در پایان این فصل فراگیر باید بتوانند:

-از ساختار مناسب برای بیان زمان مقصود نظر خود استفاده کند.

-جمله معلوم و مجهول را بالاخص در زمان ترجمه بشناسد.

-انواع نقل قول را بشناسد.

-بتواند جمله ساده را از مرکب و پیچیده افتراق دهد. در نتیجه در هنگام نوشتن یا سخن گفتن ، جملات ساده خود را به انواع پیچیده ه تر تبدیل کند و در هنگام روخوانی و درک مطلب شنیداری جملات پیچیده را به جملات ساده تر تبدیل کند.

-با ساختارهای کلیشه ای یعنی تعارفات آشنا شود.

زمان جمله

1-الف: زمان حال ساده:

Simple Present Tense

Pattern= infinitive without "TO"+ S for third person singular

Example: John visits New York every year.

این زمان برای بیان قوانین طبیعی ، کارهای عادتی و ذکر برنامه های مشخص (مثل برنامه امتحانات ، و ...) بکار می رود. علاوه بر فعل ، قیود تکرار ، already , yet هم نشان دهنده این زمان هستند.
در فارسی علامت این زمان" می" است که همین علامت برای مضارع استمراری هم بکار می رود. این کاربرد مضاعف باعث می شود تا فراگیر فارسی زبان ، در بکار بردن ساخت صحیح زمان حال ساده و حال استمراری انگلیسی به اشتباه بیفتد.
تمرین 5-1: جمله های زیر را به سوال تبدیل کنید و به آن پاسخ دهید:

MODEL: The book is green.

Student: Is the book green? Yes, it is.

1. The students are hungry.
2. You're a doctor.
3. The books are new.
4. You're from England.
5. The pencil is heavy.
6. The door is open.
7. The windows are open.
8. The comb is heavy.
9. Mr. C and Mr. D are in the room.
10. You're hungry.

تمرین 5-2: بر حسب کلمات داده شده جمله بسازید:

Teacher: reads

Student: John reads in the morning, and we read in the afternoon.

8- practices
9- reads
10- signs
11- studies
12- works
13- arrives
14- leaves
15- writes

تمرین5-3: همراه با جایگزین کردن کلمات تغییرات مناسب را به جمله بدهید:

MODEL: We have coffee here in the morning.

Teacher: John

Student: John has coffee here in the morning.

1- He
2- John and Mary
3- They
4- Mr. Allen
5- He
6- Mary
7- She
8- The students
9- They
10- Mr. Miller
11- He
12- You
13- I
14- You and I

تمرین5-4: بر طبق الگو با جملات زیر سوال (با جواب بله یا خیر) بسازید و به آن پاسخ دهید:

MODEL: John studies at night.

Student: Does John study at night? Yes, he does.

1- Mary studies in the afternoon.
2- John and Mary have coffee at 10 o'clock.
3- Mrs. Allen has coffee at 11 o'clock.
4- The students understand English.
5- They practice everyday.
6- John has a coke in the afternoon.
7- He studies at night.
8- The students study here.
9- They understand the lessons.

10- John has a book.

11- John and Mary speak English.

12- John likes coffee.

13- John and Bill practice in the morning.

14- Mr. Miller is from New York.

15- The books are in the room.

16- Mary eats lunch at noon.

17- Mr. Green is very hungry.

18- The teachers arrive in the morning.

19- Mr. Allen and Mr. Miller leave in the afternoon.

20- Mary writes letters every week.

21- The teachers have coffee in the afternoon.

22- John is a student.

23- Mrs. Taylor eats breakfast at 7 in the afternoon.

تمرین5-5: به جملات زیر با جواب کوتاه پاسخ مثبت یا منفی بدهید:

1- Is the door closed?

2- Do you have tea for dinner?

3- Do you speak Spanish?

4- Do you live in the United States?

5- Is your friend a teacher?

6- Do you study in the afternoon?

7- Do classes begin at 6 a.m?

1-ب : زمان حال استمراری:

Present Continuous/Present progressive

Pattern=to be verbs + verb + ING

Example: John is visiting New York this week.

حال استمراری به زمانی یگفته می شود که عمل در لحظه کنونی در حال انجام گرفتن است. قیود این زمان عبارتند از:

At the Present moment	Today	Tonight
Now	This morning	This century
This week	This afternoon	

به جز دو مورد اول تمام قیود ذکر شده میتوانند علامت گذشته یا آینده یا حال باشند. "امشب " برای کسی که در ساعت 8 صبح است ، زمان آینده حساب می شود و برای کسی که در ساعت 8 شب است، حال استمراری است.

تمرین5-6: بر حسب الگو جایگزینی مناسب را انجام دهید:

MODEL: Mary is watching a movie now.

Teacher: every day

Student: Mary watches a movie every day.

1- John	10- Look at the book
2- We	11- In the evening
3- Studying a lesson	12- Today
4- Now	13- Three days a week
5- He	14- Today
6- They	15- Stand
7- Use the eraser	16- Leaving the room
8- Move my chair	17- You
9- We	

نکته: در زبان انگلیسی برای بعضی از افعال حالت استمراری وجود ندارد. اگرچه این افعال می توانند در مفهوم اسم مصدر یا صفت فاعلی علامت ING بگیرند. افعال این دسته عبارتند از:

Like	See
Want	Understand
Be	Hear
Have	Need
Know	Prefer
Mean	

تمرین 5-7: کلمات داده شده را در جمله جایگزین کنید:

MODEL: They are waiting for John.

Teacher: like

Student: They like John

1- Help
2- Understand
3- Visit
4- Know
5- The history of California
6- Study
7- The book
8- Read
9- Like
10- Want
11- See
12- Study
13- Know
14- The word
15- Hear
16- See
17- Bananas
18- Prefer
19- Eat

تمرین5-8: جمله های داده شده را به سوال تبدیل کنید و با جمله کوتاه به آنها پاسخ مثبت یا منفی بدهید:

MODEL: The teacher is standing.

Student: Is the teacher standing? Yes, he is.

1- We are speaking English.
2- We are speaking Japanese.
3- You are studying in the United States.
4- We are practicing English.
5- The teacher is sitting.
6- You are standing.
7- The teacher is looking at his book.
8- You are studying English this semester.
9- We are speaking slowly.
10- The teacher is walking.
11- Mr. Allen is writing.
12- Miss Miller is reading.
13- We are watching television.
14- We are eating dinner.
15- You are sitting.

1-ج: زمان حال کامل:

Present Perfect Tense

Pattern: have (has) + past participle

Example: John has visited New York three times.

تمرین 5-9: در جمله زیر کلمات داده شده را جایگزین نمایید.

MODEL: John answered all our questions.

Teacher: today

Student: John has answered all our questions today.

1- Last night
2- Yesterday
3- Ten minutes ago
4- This morning
5- This week
6- Before George came
7- Last week
8- Today
9- Before he ate breakfast
10- This week
11- Before he came to class
12- From seven o'clock to eight o'clock this morning

علامت قید این زمان عبارتند از:

Just	Since	Yet
Recently	For	
So far	Already	

تمرین 5-10 : جملات زیر را به زمان حال کامل بنویسید و از جمله نهایی سوالی بسازیدو به آن پاسخ دهید.(تمرین سه مرحله ایی)

MODEL: I liked American movies in 1965, and I like them now.

Present perfect tense: I've liked American movies since 1965.

Question: Have you liked American movies since 1965?

Answer: Yes, I have. / No, I haven't.

1- I wanted to see this movie a year ago, and I want to see it now.
2- I had blond hair when I was a child, and I still have blond hair now.
3- I needed a new coat two years ago, and I need one now.
4- I wanted to visit Washington when I came to the United States, and I still want to visit it.

5- I stopped smoking last Monday, and I haven't smoked again.

6- Monday was the last time I played baseball.

تمرین 5-11: به جملات زیر پاسخ کوتاه مثبت یا منفی بدهید:

1. Have you read any interesting books recently?
2. Have you received any letters from your family this week?
3. Have you had any coffee today?
4. Have you learned any new words today?
5. Have you seen any American football games?
6. Have you played American football?
7. Have you studied mathematics?
8. Have you attended any concerts this semester?
9. Have you visited New York?
10. Have you seen the Empire State Building?

تمرین 5-12: از جملات زیر سوال بسازید(به محل قیود در این زمان دقت کنید)

1. John has just opened the window.
2. Mary has recently written home.
3. John has given a talk recently.
4. We've completed 17 lessons so far.
5. I've lived in this city for one month and have liked it so far.
6. I haven't eaten breakfast this morning.
7. John has been here for ten minutes.
8. They have already left.
9. They haven't finished yet.
10. They have gone already.

1-د:زمان حال کامل استمرا ری

Present perfect progressive tense

Pattern= have (has) +been + verb +ING

Example: John has been talking to the teacher for two hours.

از ترکیب دو زمان حال کامل و حال استمراری زمان حال کامل استمراری بدست می آید.

تمرین 5-13: زمان جملات زیر را به زمان حال استمراری کامل تبدیل کنید:

MODEL: John is talking to the teacher.

Student: John has been talking to the teacher for two hours.

1. John is working.
2. John is studying at the library.
3. Mary is singing folk songs.
4. George is painting a picture.
5. Paul is looking up words in the dictionary.
6. Bill is writing letters.
7. Bob is listening to the radio.
8. Mrs. Miller is talking to Mrs. Allen.
9. John is studying mathematics.
10. George is doing his homework.
11. The teacher is explaining a difficult pattern.
12. Mary is watching television.

تمرین 5-14: بر طبق الگو دو جمله زیر را باهم ادغام کنید:

MODEL: John studied very hard. He answered all the questions correctly.

Student: John answered all the questions correctly because he had studied hard.

1. The boys walked for a long time. Then they decided to rest.
2. Mary waited for the bus for a long time. She decided to take a taxi.
3. John needed a new coat for a long time. He bought one yesterday.
4. Mary saved enough money for a plane ticket. She went to Europe.
5. John worked hard all year. He took a long vacation.
6. John’s old car broke down. He bought a new one.
7. John slept for ten hours. He was wide awake yesterday morning.

8. John practiced for many years. He played the piano very well yesterday.

2-الف: آینده نزدیک:

Near Future

Example: It is going to rain.

Pattern: to be + going + to + verb

در زبان فارسی برای نشان دادن چنین زمانی از فعل کمکی " داشتن" در محاوره استفاده می شود:

" دارم می روم". منظور از آینده نزدیک ، آینده ای است که تمهیداتش صورت گرفته واحتمال وقوع آن زیاد است . مثلا اگر هوا ابری است می توان گفت:

It is going to rain.

یا اگر پسری روی شاخه درخت شکسته بازی می کند می توان گفت:

He is going to fall.

در مقایسه Will برای مواردی که قصد (بدون آمادگی) و یا مفهوم آینده بطور کلی در نظر باشد بکار می رود.

I will pass the university exam.

تمرین 5-15: بر طبق الگو پاسخ دهید:

Teacher: Did George study yesterday?

Student: No, he's going to study tomorrow.

1- Did Mr. Miller play tennis yesterday?
2- Did John write a letter?
3- Did Mary work in the garden?
4- Did you eat dinner at a restaurant?
5- Did the students learn the new words?
6- Did Mr. and Mrs. Miller Visit the museum?
7- Did George move the table?
8- Did Mary repeat the words?
9- Did Mary read a book?
10- Did George buy a wrist watch?

تمرین5-16: بر حسب معنی زمان مناسب را در جمله برسانید:

MODEL: I'm going to practice tomorrow.

Teacher: Now

Student: I am practicing now.

1- Next week
2- We
3- Tomorrow
4- Now
5- He
6- They
7- She
8- Tomorrow
9- Next week
10- Next year
11- We
12- I
13- Study
14- He
15- They
16- At the present moment
17- He
18- I
19- Tomorrow

تمرین 5-17: جملات زیر را به سوال تبدیل کنید و به آنها پاسخ دهید:

MODEL: They're going to study.

Student: Are they going to study? Yes, they are/ No, they aren't.

1. John's going to play baseball.
2. The boys are going to be late.
3. John's going to study engineering.
4. He is going to be an engineer.
5. He's going to be here next week.
6. The students are going to eat lunch.
7. They're going to learn English.
8. She's going to visit the museum.
9. She's going to attend the university.
10. Mr. Allen is going to study Japanese.
11. Mr. Allen is going to eat dinner at a restaurant.
12. George is going to be busy.
13. Mary is going to arrive at 9 o'clock.
14. George is going to work at home tonight.
15. George is going to get up early tomorrow.
16. She is going to have a vacation this summer.

3-الف: گذشته ساده:

Simple Past Tense

Pattern= infinitive without to +verb+ ed (in cases of regular verbs)

Example: We worked here last year.

تمرین 5-18 : بر حسب معنی جایگزینی مناسب را انجام دهید:

MODEL: We were here yesterday.

Teacher: John

Student: John was here yesterday.

1- Now
2- The students
3- Yesterday
4- Mary
5- Now
6- Last night
7- I
8- They
9- Now
10- Yesterday
11- The teacher
12- Now
13- Last night
14- The books

تمرین 5-19: جملات زیر را به زمان گذشته ببرید، سوال بنویسد و پاسخ دهید.(تمرین سه مرحله ایی)

MODEL: Mary is tired today.

Student: Mary was tired yesterday. Was Mary tired yesterday? Yes, she was./ No, she wasn't.

1. She is sad today.
2. The students are here today.
3. John is busy today.
4. Mr. Allen is sleepy today.
5. Mr. and Mrs. Miller are happy today.
6. The book is open today.
7. I study everyday.
8. The doctor works here everyday.
9. John walks home everyday.

10. Mary wants coffee after dinner everyday.
11. John wants a glass of milk everyday.
12. John visits Mr. Allen everyday.
13. Mr. Allen watches a television program everyday.
14. Mary listens to the radio everyday.
15. We study everyday.
16. We practice everyday.
17. We learn new words everyday
18. The students study everyday.
19. We learn new words.
20. We attend class everyday.
21. We repeat the exercise everyday.

تمرین 5-20: به سوالات زیر پاسخ دهید:

Teacher: Were you in New York last night?

Student: No, I wasn't/Yes, I was.

1. Do you like New York?
2. Did you ever visit the Empire state Building in New York?
3. Did you ever visit California?
4. Were you in California last night?
5. Is San Francisco in California?
6. Is Chicago in California?
7. Is Caracas in Venezuela?
8. Is Paris in Italy?
9. Is London in England?
10. Did Shakespeare live in England?
11. Did Shakespeare write plays?
12. Was Shakespeare here yesterday?

تمرین 5-21: با توجه به جدول، جمله های گذشته زیر را به زمان حال ساده تبدیل کنید.

MODEL: They came yesterday.

Student: They come everyday.

1. He ate breakfast yesterday.
2. I met him yesterday.
3. He gave me a cigarette yesterday.
4. He read it yesterday.
5. It became dark at six o'clock yesterday.
6. I sat here yesterday.
7. I began to write yesterday,
8. I drank eight glasses of water yesterday.
9. I got a letter yesterday.
10. I forgot my book yesterday.
11. I saw your car yesterday.
12. I tore my paper yesterday.
13. I wore my new shoes yesterday.
14. I spoke English yesterday

تمرین 5-22: با توجه به الگو پاسخ دهید:

Teacher: Did he give Alice any stamps?

Student: Yes, he gave her some, but he didn't give me any.

1- Did he send Alice any postcards?
2- Did he lend Alice any money?
3- Did he tell Alice any stories?
4- Did he teach Alice any new words?
5- Did he give Alice any new books?
6- Did he write Alice any letters?
7- Did he bring Alice any food?
8- Did he buy Alice any ice-cream?
9- Did he cut Alice any cake?
10- Did he make Alice any sandwiches?

3-ب: ماضی استمراری

مربوط به افعالی است که در دوره زمانی در گذشته انجام شده اند.

تمرین 5-23: با توجه به الگو تمرین های زیر را انجام دهید:

MODEL: My friend arrived. (I-Study)

Student: My friends arrived while I was studying a book.

1- The storm began. (I- read)
2- He opened the door. (I- work)
3- He took my picture. (I – have)
4- He arrived .(I -practice)
5- It began to rain. (I – watch)
6- The phone rang.(I –listen)
7- I dropped the book.(I –drink)
8- I found the pencil. (I- move)
9- It began to snow. (I -work)
10- I saw John.(I – walk)
11- John came. (I – walk)
12- The taxi broke down. (I – go)

3-ج: ماضی بعید:

این ساختار نشان دهنده فعلی است که قبل از فعل دیگر رخ داده است. علامت این زمان کلمات زیر است:

Before

After

جملات قبل یا بعدی جمله مورد نظر هم می تواند القا کننده مفهوم این زمان باشد.

تمرین 5-24: دو جمله را با توجه به الگو ادغام کنید. از جمله نهایی سوالی بسازید و به آن پاسخ کوتاه دهید. (تمرین سه مرحله ایی)

MODEL: John studied very hard. He answered all the questions correctly.

Student: John answered all the questions because he had studied very hard./ Had he studied very hard?/ Yes, he did.

1- Mary played tennis all afternoon yesterday. She was tired last night.
2- The boys walked for a long time. Then they decided to rest.
3- Mary waited for the bus for a long time. She decided to take a taxi.

4- John needed a new coat for a long time. He bought one yesterday.

5- Mary saved enough money for a plane ticket. She went to Europe.

6- John worked hard all year. He took a long vacation.

7- John's old car broke down. He bought a new one.

8- John slept ten hours. He was wide awake yesterday morning.

9- John practiced for many years. He played the piano very well yesterday.

3-د: آینده در گذشته :

چیزی که ما در فارسی به آن ماضی التزامی می گوییم. در انگلیسی به نام آینده در گذشته گفته می شود. در بیان شرط (نوع سوم) در بیان آرزو(افسوس) و نقل قول کاربرد دارد. برای هر یک مثالی می زنیم.

It is raining. I wish it wasn't raining now.

معنی : ای کاش الان باران نمیگرفت.(مفهوم به زمان حال و آینده بر می گردد.)

It will rain. I wish it wouldn't rain tomorrow.

معنی: ای کاش فردا باران نمی آمد. (مفهوم به زمان آینده بر می گردد.)

He was a nice man. I wish he hadn't been so nice.

معنی: ای کاش او اینقدر آدم خوبی نبود.(مفهوم به زمان گذشته بر می گردد.)

If I were a rich man, I would buy a house.

معنی: اگر پول داشتم الان یک خانه می خریدم.(مفهوم به زمان حال بر می گردد.)

If I had been rich, I would have bought a house.

معنی: اگر پول داشتم ، آن موقع خانه خریده بودم . (مفهوم به گذشته بر می گردد.)

باید به حرف من گوش می داد.(که نداد!)

He should have listened to me.

این مورد شاهد دیگری بر این ادعاست که فقط فعل بیانگر زمان جمله نیست.

I wish

ترجمه تمام عبارات زیر ایکاش است:

I wish

You wish

She wishes

He wishes

They wish

We wish

نکته: عبارت ایکاش زمان اختیار می کند. در چنین حالتی جمله واره اسمی مطابق زمان Wish است.

I wish I owned a car.

ای کاش الان یک ماشین داشتم.

During the exam, I wished I had studied harder.

در طی امتحان افسوس خوردم که ای کاش بیشتر درس می خوانده بودم.

می بینید که وقتی زمان جمله واره اسمی یک درجه گذشته تر از Wish است ترجمه " ای کاش " برای این عبارت به درستی انتخاب شده است.

تمرین 5-25: با توجه به الگوی زیر پاسخ دهید:

MODEL: The doctor isn't in now.

Student: I wish the doctor were in now.

1- It won't rain.
2- Your sister doesn't feel well.
3- Alice doesn't live in the city.
4- Paul can't drive a car.
5- They don't sell groceries here.
6- John isn't going with us.
7- The students don't understand the lesson.
8- I can't play tennis as well as you.
9- The dentist doesn't work on Sundays.
10- John isn't coming to class today.
11- You don't know the director.
12- Mary doesn't play football.

تمرین 5-26: با متضاد کردن صفت ، جملاتی طبق الگو بسازید:

MODEL: I think this pattern is difficult.

Student: I wish it were easy.

1- I heard that classes begin early.
2- I believe Mrs. Smith is sick.
3- I understand that the streets downtown are narrow.
4- I discovered that Professor Jones speaks fast.
5- I think that John's father is old and weak.
6- I imagine that Mary feels sad.

7- I heard that the store is closed.
8- I believe that the exam is hard.
9- I think that John's answer is wrong.
10- I think that this tea is weak.

تمرین 5-27: با توجه به الگو پاسخ دهید:

MODEL: Joe will help us.

Student: I wish he wouldn't.

1- Joe can sing.
2- Joe's a doctor.
3- Joe has a motorcycle.
4- Joe will go with you.
5- Joe lives on our street.
6- Joe's a piano player.
7- Joe feels very sad.
8- Joe will lend you money.
9- Joe's hungry.
10- Joe knows your name.
11- Joe will leave tomorrow.
12- Joe can play the violin.

تمرین 5-28: بر طبق الگو تغییر دهید:

MODEL1: The doctor wasn't in his office yesterday.

Student: I wish the doctor had been in his office yesterday.

MODEL2: Mr. and Mrs. Miller came in at the same time.

Student: I wish they hadn't come in at the same time.

1- Paul didn't know how to swim last year.
2- Professor Jones's lecture wasn't as interesting as yours.
3- Mr. Smith didn't work in his garden last week.
4- John didn't come to class yesterday.
5- Mr. Peters didn't sell his car.
6- John didn't speak French last year.

7- He wasn't smiling when I saw him.
8- Helen didn't speak English at that time.
9- Mrs. Smith was sick.
10- Alice broke her leg.
11- The children felt sad.
12- Mr. Miller had to work downtown yesterday.
13- Mary failed all her examinations.
14- Dr. Green lost his notebook.
15- I played tennis all day yesterday.
16- The governor refused to have dinner with us last night.

تمرین 5-29: بر طبق الگو صفات متضاد بیاورید:

MODEL: I'm afraid Mary felt sad.

Student: I wish she had felt happy.

1- It's too bad Mrs. Jones was sick.
2- I knew that all the classes began early.
3- I found out that the library was closed.
4- I thought the tea was weak.
5- I discovered that the mayor was old.
6- It's too bad the announcer spoke fast.
7- I'm sorry the tickets were expensive.
8- It's too bad they made the streets narrow.

تمرین 5-30: جمله های کوتاه برای بیان آرزو(افسوس) بسازید:

MODEL: Jack (doesn't, won't, didn't) live in the country.

Student: I wish (did, would, had)

1- He won't tell us the truth.
2- He didn't bring any food.
3- He wasn't carrying his umbrella.
4- He doesn't know the answer.
5- He won't play tennis with us.
6- He can't ride a horse.

7- He isn’t listening to the radio.

8- He wasn’t listening last night at this hour either.

9- He didn’t remind me to get up early.

10- He doesn’t like the music they play here.

11- He won’t let me use his bicycle.

جمله از نظر نوع نهاد:

جمله هایی که فاعلشان در موقعیت نهاد قرار می گیرد جمله معلوم نامیده می شوند. اگر مفعول ، نهاد جمله باشد جمله مجهول است. دلیل وجود ساختار مجهول عبارتند از:

1- گاهی فاعل مشخص نیست.

2- گاهی در نگارش برای زیبا بودن و پیوستگی مطالب نویسنده سعی می کند از تغییر نهاد بپرهیزد. به جملات زیر در یک پاراگراف توجه کنید:

John is a good Student. He gets “A” in all his study subjects. He is called” Genius “by his friends.

جمله سوم مجهول نوشته شده تا از پدیده Shift of subject پرهیز شود.

3- در متون علمی ساختار مجهول موثرتر است.

4-گاهی فاعل از تعداد زیادی افراد تشکیل شده است.

5- گاهی فاعل به جهت کار بدی که انجام شده به عمد ذکر نمی شود.

6- گاهی اهمیت کلمه مفعول از فاعل بیشتر است.

در فارسی ساختار معلوم مصطلح تر و شایع تر است. به همین جهت معمولا به مترجم های فارسی توصیه می شود ساختار مجهول را با آوردن فاعل های مستتر و ذکر نشده ولی قابل حدس مثل : "مردم" ، "دیگران" ، بصورت معلوم ترجمه کنند. فعل to be"همه" در جملات مجهول فعل ربطی نیست بلکه فعل کمکی است و در جملات مجهول مقوله زمان و شخص روی فعل کمکی پیاده می شود نه فعل اصلی . به جدول 5-1 توجه کنید:

زمان فعل	معلوم	مجهول
حال ساده	They write letters.	Letters are written.
گذشته ساده	They wrote letters.	Letters were written.
آینده	They will write letters. They are going to write letters.	Letters will be written. Letters are going to be written
باید نصیحت	They should write letters.	Letters should be written.
باید اجبار	They have to write letters.	Letters have to be written.
استمراری	They are/ were writing letters.	Letters are /were being written.
کامل	They have /had written letters.	Letters have/had been written.

جدول 5-1: زمان در فعل مجهول

از کلمه BY برای ذکر فاعل در جمله مجهول استفاده می شود.

The letters was written by Mary.

تمرین 5-31: با توجه به الگو تمرینات زیر را انجام دهید:

MODEL: They write letters everyday.

Student: Letters are written every day.

1. Some one explains the lesson every day.
2. Someone closes the window everyday.
3. We need action now.
4. The government spends billions of dollars everyday.
5. People lose many things every day.
6. They completed the building before I left.
7. The teacher explained the lesson yesterday.
8. The Romans built Rome a long time ago.
9. The Egyptians constructed the pyramids many years ago.
10. We must stop inflation now.
11. We should build more houses next year.
12. They will write letters tomorrow.
13. The doctor is going to perform the operation.
14. The doctor is going to bring the books tomorrow.

15. They are writing the letters.
16. They are completing the building.
17. They are reading the book now.
18. They have written letters.
19. They have sharpened the pencils.
20. They have done the homework.
21. They have made the telephone call.

جمله پرسشی:

سوالات سه دسته هستند:

اول -آنهایی که جواب بله یا خیر دارند: ابتدا باید فعل جمله خبری را به فعل اصلی و فعل کمکی (واضح یا مستتر در آن) تجزیه کرد. سپس طی عمل INVERSION فعل کمکی را به اول جمله منتقل کنیم.

He plays football. = He does play football.----------> Does he play football.

دوم-آنهایی که ضمایر استفهام دارند:

Who	When	Whose
Who-Whom	How	How many
Where	What	How much

مراحل ساخت این نوع سوالات به شرح زیر است:

He is talking to **the man** in the street yesterday.

1- درست کردن یک سوال بله یا نه.

Is he talking to the man in the street yesterday?

2- اضافه کردن کلمه استفهام.

Who /Whom is talking to the man in the street yesterday?

3- حذف کلمه جایگزین کلمه استفهام.

Who/whom is he talking to in the street yesterday?

چنانچه پس از حذف کلمه ، فعل کمکی (بجز MODAL) کنار فعل اصلی قرار گرفت فعل کمکی و اصلی را با هم ادغام می کنند. مثال:

He writes a letter to Mary.

Does he write a letter to Mary?

Who does he write a letter to Mary?

Who **does write** a letter to Mary?

Who writes a letter to Mary?

سوم-آنهایی که صفت استفهام دارند:سوالاتی که دارای صفت استفهام هستند. نکته اضافی در مورد این سوالات آن است که صفت استفهام باید با اسم بیاید. مثال:

He studies English book.

What books does he study?

There are 15 apples in the basket.

How many apples are there in the basket?

تمرین 5-32: با توجه به نکات گفته شده ، برای هر جمله بر حسب کلمه استفهام داده شده سوال بسازید:

MODEL: John sells cars in Texas.(who-what-where)

Student: Who sells car in Texas?

What does John sell in Texas?

Where does John sell cars?

1. John saw Mary.(who-whom)
2. John saw Mary in Detroit.(who-whom-where)
3. John visited the museum yesterday.(who-what –when)
4. A lot of coffee grows in Brazil.(what- how much coffee-where)
5. Ten doctors learned English here a year ago.(how many- who- what when-where)
6. My teacher read the sentences to me this morning.(who-whom-what-when)
7. John is here in the morning.(who-where-when)
8. Mr. Miller was an engineer ten years ago.(who-what-when)
9. John bought the red book last week.(who-what-which book-when)
10. Mr. Miller drove two hundred miles yesterday.(who-how far-when)

تمرین 5-33: بر مبنای جمله زیر و بر حسب کلمات استفهام داده شده سوال بنویسید:

MODEL: Two students gave a pound of food to the three elephants at the zoo yesterday.

Who	How much food	How many elephants
How many students	Which animals	Where
What	Which elephants	When

تمرین 5-34: سوالهایی بر حسب جمله زیر بنویسید که پاسخ آنها کلمه های زیر باشد:

MODEL: The new teacher read two interesting books in the library last night.

1. the new teacher
2. the new one
3. read
4. two books
5. interesting
6. in the library
7. last night

MODEL: Mr. Miller does a lot of work in the office everyday.

1. Mr. Miller
2. A lot of work
3. In the office
4. Everyday

نقل قول:

نقل قول نوعی از جمله است که از دوجمله اصلی و پیرو ساخته شده است:

He says," I am kind". --------->main clause=He says it. /subordinate clause=I am kind.

He says that he is kind.

فعل جمله اصلی می تواند یکی از افعال زیر باشد:

Say	Inquire	Encourage
Order	Wonder	Entreat
Explain	Want to know	Forbid
Ask	Offer	Implore
Tell	Suggest	Invite
Remind	Request	Recommend
Complain	Advise	Remind
Object	Beg	
Point out	Command	
Protest	Warn	
Exclaim	Urge	

اگر فعل جمله اصلی نقل قول مستقیم زمان گذشته داشته باشد، فعل جمله پیرو (جمله واره مفعولی) یک زمان عقب می رود.

He said," I am kind".-------->He said that he was kind.

He said," They will return".------>He said that they would return.

ضمایر و قیود **بر حسب معنی** تغییر می کند.

برای سهولت یادگیری برای نقل قول سه ساختار در نظر گرفته می شود:

نقل قول جمله خبری:

He pointed out," The city is in danger".

He pointed out that the city was in danger.

نقل قول جمله پرسشی:

He asked me," Where are you?"

He asked me where I was.

نقل قول جمله امری:

He ordered us," Clean your shoes".

He ordered us to clean our shoes.

تمرین 5-35: با توجه به الگو به جملات زیر پاسخ دهید:

MODEL: Who is that man? I don't know....

Student: I don't know who that man is.

1. What is the date of the party? I don't know ...
2. Where were they? They didn't say...
3. Whose book did he find? Do you remember...
4. When is the party? I don't know....
5. How far is Detroit from here? I don't know...
6. Which book did he want? Do you remember ...
7. What time is it? I don't have any idea...
8. How tall is the Empire state building? Ask Alice..
9. What is his name? Do you know....
10. What is the population of New York? Can you tell me...

تمرین 5-36: بر طبق الگو جملات را تکمیل کنید:

MODEL: Is he home? I wonder...

Student: I wonder if he is home.

1. Did he go? I'll ask...
2. Is he feeling better? I'll ask...
3. Is Professor Brown in his office? I'll ask...
4. Does John speak Japanese? I wonder....
5. Is he going to arrive soon? I wonder...
6. Are these answers correct? Can you tell me...
7. Does my hair look all right? Can you tell me...

تمرین 5-37: جملات خبری را نقل قول کنید:

1. "I never eat meat", he explained.
2. "I'm waiting for Ann", he said.
3. "I have found a flat", he said.
4. He said," I've been waiting for ages".
5. "I will be using the car myself on the 24th", she said.
6. I said," I would like to see it".

تمریت5-38: جملات پرسشی زیر را نقل قول کنید. فعل اصلی در نقل قول یک سوال برحسب معنی می تواند افعال زیر باشد.

Asked	**Wanted to know**
Inquired	**Offered**
Wondered	**Suggested**

MODEL: He said," Where is she going?"

Student: He asked where she was going.

1- "Do you know Bill?" he said.
2- "Did you see the accident?" the policeman asked.
3- "Should I wait for them or go on?" he wondered.
4- "Do you want to insure your luggage or not?" he asked.
5- "Shall I bring you some tea?" she offered.
6- "Shall we meet at the theater?" she suggested.

تمرین5-39: جملات امری زیر را نقل قول کنید. بر حسب معنی می توان در جملات نقل قول امری از افعال اصلی زیر کمک گرفت :

Tell	**Warn**	**Invite**
Request	**Urge**	**Order**
Advise	**Encourage**	**Recommend**
Ask	**Entreat**	**Remind**
Beg	**Forbid**	
Command	**Implore**	

MODEL: Lie down, Tom!

Student: He told Tom to lie down.

1- Get your coat, Tom.
2- You had better hurry, Bill.
3- Don't swim out too far, boys.
4- Go away.
5- Could I see Tom, please?
6- Do, please, send me to a warm climate.
7- If I were you, I'd stop taking tranquillizers.
8- Why don't you take off your coat?
9- You might post some letters for me.
10- Do sit down.
11- Forget all about this young man.
12- Don't see him again or answer his letters.
13- Go one, apply for the job.

جمله از نظر ساختار:

جمله ها از نظر ساختار به چهار دسته تقسیم می شوند. تشخیص ساختارهای ذکر شده زیر مهم ترین پیوند کاربرد نحو برای درک مطلب است.

• Simple Sentence (one independent clause)

Jack and Jill went up the very steep hill to fetch a large pail of cold water, a dozen eggs, and a cake for their mother's birthday.
or
Jack and Jill went up the hill.

• Compound Sentence (two or more independent clauses)

Jack went up the hill, and he fell down almost immediately.
or
Jack went up the hill; however, he fell down almost immediately.
or
Jack went up the hill; he fell down almost immediately.

• Complex Sentence (an independent clause and a dependent clause)

After Jack fell down the hill, he felt his head for injuries.

• Compound-complex Sentence (a combination of the compound and the complex structures)

After Jack fell down the hill, he felt his head for injuries, but he discovered that he had none.

تمرین 5-40: از جملات ساده زیر جمله های خواسته شده را در پرانتز بنویسید:

1- The Baxters lived on the pine land of Florida. There wild life abounded.(complex sentence)
2- Penny Baxter had cleared the land. He built a cabin. He had settled there to rear family.(compound sentence)
3- Jody shared his father’s love of nature. Jody was Penny’s old child.(complex sentence)
4- Jody often saw hoof marks of deer and fawn. Sometimes he found tracks of twin fawns.(compound sentence)

5- A rattle snake bit Penny. He killed a doe to save his own life. Jody kept the doe's fawn.(compound-complex sentence)

تمرین 5-41: نوع هر جمله را بنویسید:

1- That woman sings.
2- That very pretty Canadian woman sings beautifully.
3- That very pretty woman from Canada sings at the opera House.
4- To earn her living, that woman sings at the Opera House.
5- She not only sings at the Opera House, but she also teaches music at the conservatory.
6- She is an artist; therefore, she must sing.
7- Because she has had excellent training, she sings beautifully.

تعارفات

در هر زبانی مفاهیمی وجود دارند که بر خلاف زبان معمولی امکان خلاقیت و تغییر در آنها وجود ندارد. شما می توانید در زندگی روزمره جملاتی بگویید که در تاریخ عمر کره زمین از دهان هیچکس شنیده نشده و در عین حال از نظر زبان صحیح و طبیعی باشد. ولی نمی توانید برای "سلام" کردن بگویید"خداحافظ شما". یا نمی توانید برای درخواست نان سر سفره بجای "لطفا "بگویید:" بلانسبت نان را به من بدهید". احوالپرسی ، معرفی ، درخواست، قبول در خواست، رد درخواست ، دعوت کردن، پیشنهاد دادن و... راه و رسم خود را دارد. شما باید کلیشه های زبان در شرایط مختلف را بشناسید. آشنایی شما با رمز و رموز این کلیشه ها همان آداب و معاشرت و تربیت برای زندگی اجتماعی را
نشان می دهد.

درخواست یا REQUEST چندین سطح دارد. هر چه به سطح بالا تر رویم طول جمله بیشتر و معنای آن رسمی تر و مودبانه تر می شود:

Give me this book.

Give me this book, please.

Will you give me this book?

Would you please give me this book?

I wonder if you could give me this book.

Could you please give me this book?

پیشنهاد نوعی در خواست است که خود گوینده را هم در بر میگیرد.

Let’s sing a song.

تمرین5-42: با توجه به الگو تمرینهای زیر را حل کنید:

MODEL: Close the window.

Student: Would you please close the window? Yes, I’d be glad to.

1- open your book
2- read the sentence
3- write your name
4- translate the sentence
5- close the door
6- go to the store
7- pass the salt
8- walk to the blackboard
9- give me that notebook
10- cash this check

تمرین 5-43: بر طبق الگو پاسخ دهید:

MODEL: George speaks rapidly.

Student: Please don’t speak rapidly.

1- George is usually late.
2- He drives fast.
3- He wastes time.
4- He writes with red ink.
5- He often misses classes.
6- He often smokes.
7- He speaks fast.
8- He sometimes sleeps late.

تمرین5-44: بر طبق الگو پاسخ دهید:

MODEL: Sing some songs.

Student: Let's sing some songs. / No, let's not sing some songs.

1- Go to the movies.
2- Write some letters.
3- Speak English.
4- Go to the class.
5- Go to the museum.
6- Go to the new restaurant.
7- Go to the movies.
8- Go to Los Angeles.
9- Write some letters.
10- Play baseball.
11- Play basketball.
12- Wash the dishes
13- Play ping pong

جمله از نظر نوع متمم آن

منظور از متمم فقط مفعول با واسطه نیست. متمم یعنی تکمیل کننده معنای فعل.

جدول 5-2: خلاصه ای از فصول گذشته COMPLEMENT

Phrase Type	Head	Typical Complements	Examples
Noun Phrase (NP)	noun	PP clause	respect *for human rights* the realization *that nothing has changed*
Verb Phrase (VP)	verb	NP clause PP	David plays *the piano* They realized *that nothing has changed* She looked *at the moon*
Adjective Phrase (AP)	adjective	clause PP	easy *to read* fond *of biscuits*
Adverb Phrase (AdvP)*	adverb	PP	luckily *for me*
Prepositional Phrase (PP)	preposition	NP PP	in *the room* from *behind the wall*

*Adverb phrases are very limited in the Complements they can take. In fact, they generally occur without any Complement.

تمرینات کلی فصل جمله

به چند مثال توجه کنید.

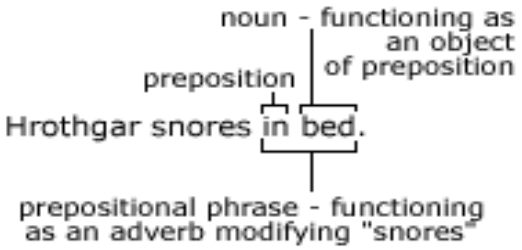

Diagram 5-1: Hrothgar snores in bed.

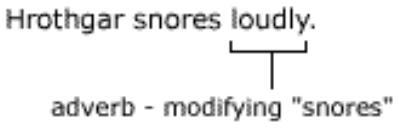

Diagram5-2: Hrothgar snores loudly.

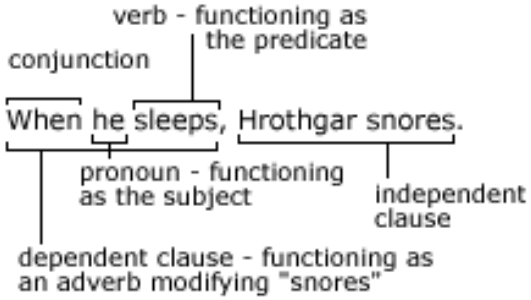

Diagram 5-3: when he sleeps, Hrothgar snores.

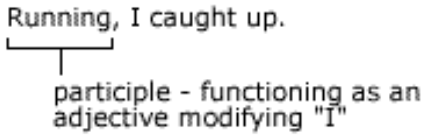

Diagram5-4: Running, I caught up.

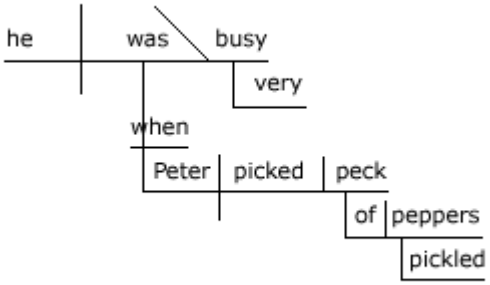

Diagram5-5: He was very busy when Peter picked peck of pickled pepper.

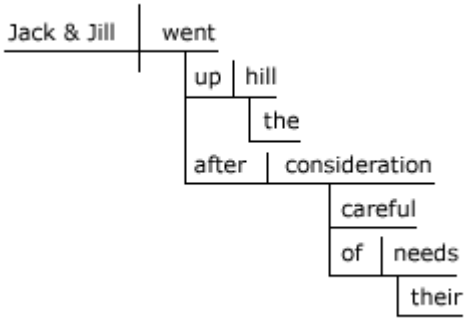

Diagram5-6: Jack and Jill went up the hill after careful consideration of their needs.

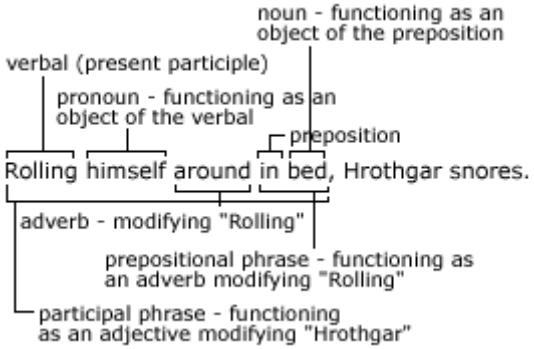

Diagram 5-7: Rolling himself around in bed, Hrothgar snores.

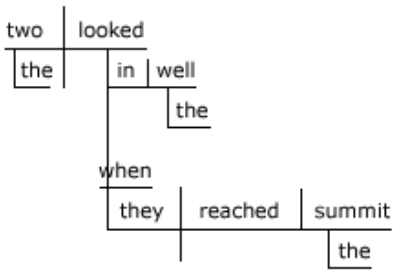

Diagram 5-8: The two looked in the well when they reached the summit.

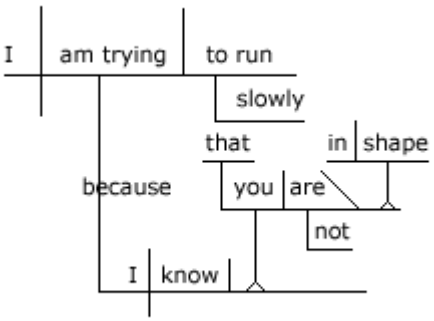

Diagram5-9: I am trying to run slowly because I know that you are not in shape.

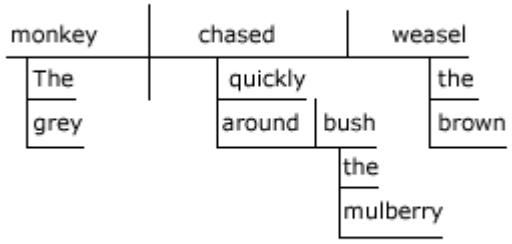

Diagram 5-10: The grey monkey chased the brown weasel quickly around the mulberry bush.

تمرین کلی 1: نوع جملات زیر را از نظر ساختار مشخص کنید و دیاگرام تحلیل نحوی آنها را بکشید.

1-On top of Old Smokey I lost my true lover because he courted too slow.

2. Thieves will rob you and take what you have but a false-hearted lover will send you to your grave.

3. Never place your affection in a young willow tree.

4. When we marched down to Fennario our captain fell in love with a lady like a dove.

5. He turned his face to the wall and death was welling in him.

6. He cut off the head of his bonny brown bride and flung it against the wall.

7. Once I wore my apron high now my apron strings won't tie.

8. You pass my door you pass my gate however you won't get past my thirty-eight.

9. My watch was new and my money too nevertheless she'd fled with both by morning.

10. The teacher says the school board is a fool.

تمرین کلی2: سه متن زیر را بخوانید و انواع جملات را از نظر نوع متمم آنها مشخص کنید.

Story 13

Cloning Pets

A company in Phoenix, Arizona, says that it can now clone your cat. “Actually,” said Felix Lee, President of Twice Is Nice, Inc., “you don’t even have to wait until your beloved cat dies. We already have clients whose clone lives with its donor.”

The price is steep. A clone of your cat will cost $50,000. First, your veterinarian must do a biopsy of your cat. This is sent to TwIN, Inc., where it is cultured to grow fresh new cells. These new cells are stored in liquid nitrogen until you notify TwIN, Inc., that you are ready for the clone. At this time, you pay half the amount ($25,000). A cultured cell is implanted into a female cat that is in estrus, and if all goes well, a kitten is born about 60 days later. The new kitten is weaned in about eight weeks. TwIN, Inc. delivers the kitten to you after it receives the remaining $25,000.

“We are a growing company,” said Lee. “Our facility can handle about a dozen births a year now, but our goal is to produce about 50 kittens and 50 puppies a year.” The company is currently experimenting with stray dogs. Some canine clones seem to be perfect, but some have been bizarre. Nevertheless, Lee believes that they will be successfully cloning dogs in about a year.

Story 14

Getting Older but Not Sitting Around

All seniors 55 and older are invited to a special meeting next Tuesday in the Senior Center. The meeting will begin with cookies and lemonade. The speaker will be James Carter, the director of a nonprofit organization dedicated to making the golden years fun and interesting.

“We have too many seniors who act old because they think they’re old,” said Carter. “Our goal is to help seniors realize that they’re as young and active as they want to be.

Getting older does not mean sitting around waiting to die. It means getting out and doing all the things you never had time to do while you were working and raising a family."

Carter will identify the services and activities that are available to seniors locally and statewide. Included are legal aid, tax advice, discounts for bus and taxi travel in the city, and free blood pressure testing on the first Monday of each month. Testing for diabetes and for cataracts is offered four times a year for a nominal fee. The city also provides inexpensive dinners called Meals on Wheels. Volunteers deliver these meals to seniors who are homebound because of illness or injury.

An Internet class begins this month for seniors who want to visit the World Wide Web. "Many seniors still use typewriters," said Carter. "They see no need for a computer. But after they take this course, some of them may decide to buy their own laptops."

New activities at the Senior Center include Bingo on Friday and Saturday nights, with a grand prize of $50 each night. The center is also offering Strength Training classes. "As you get older," said Carter, "you need to keep both your mind and your body active. An active mind helps prevent Alzheimer's, and an active body helps prevent osteoporosis."

Story 15
Bathtub Blues

A middle-aged man with a long beard was arrested by the police for disorderly conduct and property damage. "More charges might be added later," said a police officer.

The man, identified as Bill Wild, checked into the Motel Five last night about an hour after sunset. Telling the clerk that he would be staying four nights, he paid cash in advance. He then asked her where a grocery store was. She said that the nearest grocery store was John-Johns, which was only two blocks away.

The police said that Wild went to John-Johns and purchased three gallons of honey and four gallons of chocolate syrup. The checker asked him what the occasion was. He replied, "I'm trying to become a sweeter person." The checker smiled at the joke.

Wild drove back to the motel. He opened all seven containers and poured them into the bathtub. He added warm water to the mix. Then he placed his boom box on the bathroom floor next to the tub. He tuned the radio to an opera station. He got undressed, hopped into the tub, and started singing loudly with the music.

Fifteen minutes later, the lodgers in the room next door phoned the clerk. She banged on Wild's door, but he kept singing. She phoned his room, but he didn't answer. Then she called the police, who arrived quickly.

"Well, at least he paid in advance," said the clerk. "That money will help pay for the plumber." The bathtub drain was completely clogged. The tub remained full of chocolate and honey.

"You just never know about people," said the clerk. "He seemed so nice and friendly. Who'd have thought he was a bathtub-singing nut?" The police said this was the third time that Wild had been arrested for this kind of behavior.

ترسیم دیاگرام متن

برای کشیدن دیاگرام متن انواع مختلف و متعددی از دیاگرام مطابق جدول 5-3 وجود دارد. برای توضیح روش ارتباط دادن آنالیز "نحوی" با درک مطلب متن تمرین کلی 3 ، از دیاگرام Tree و همچنین FACT OPENION استفاده شده است. شرح هر کدام از دیاگرامها و موارد کاربرد آنها در متن آخر آمده است . برای مطالعه بیشتر فراگیران می توانند به سایت زیر مراجعه کنند.

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Graphic Organizers

Star	Spider	Fishbone	Cloud	Tree	Chain	Continuum	Cycle	Clocks	Flowchart	Venn	Chart/Matrix
Pie Chart/ Circle Graph	T-Chart	Y-Chart	PMI	KWHL	Semantic Feature Analysis	Cause and Effect	Decision Making	Fact/Opinion	Vocabulary	Paragraph	Persuasion
5 W's	Newspaper	Character Traits	Story Map/ Book Report	Biography	Non-Fiction Book Report	Animal Report	Plant Growth	Geography Report	Astronomy Report	Math	Scientific Method

جدول 5-3: انواع دیاگرام برای درک مطلب

تمرین کلی 3- متن زیر را در نظر بگیرید:

Trees Are a Threat

The mountain town of Canton is at an elevation of 6,000 feet. It is surrounded by thick underbrush and pine trees. Because of six years of drought, these plants are a major fire hazard. Thousands of trees and tons of underbrush are going to be removed over the next five years at a minimum cost of $3 million. The brush will be removed first, then the trees will be toppled and removed. A cleared nonflammable area will then safely surround the town of 4,000.

Residents look forward to the work, because it will help their town survive a future inferno. “But there are two problems,” said one resident. “All the extra trucks are going to make traffic pretty bad. Once the area is cleared, we have to make sure dirt bikers don’t try to make the cleared area their personal playground.”

A recent fire burned 4,000 acres and destroyed 11 homes in nearby Hamilton. The fire was raging toward Canton, but a sudden rainstorm put it out. Residents know that they won’t get lucky twice, so they are looking forward to this massive clearing operation.

Ninety percent of the cutting and clearing will be paid with federal funds. Unfortunately, if the trees are on private property, they must be paid for by the residents themselves. Prices can range as high as $1,000 to cut and remove one tree. Officials say that residents can apply for state and federal loans if necessary.

“Well, what good does that do me?” asked Thelma, a 65-year-old widow. “I’m living on social security. I’ve got four trees on my property. The government’s not going to loan me money when they know there’s no way I can pay it back. So what am I supposed to do? These planners with all their big ideas ought to think of the little people.”

-ابتدا افعال متن را مشخص کنید.(افعال پر رنگ تر نوشته شده)

-سپس نهاد این افعال را جدا کنید.(زیر نهاد خط کشیده شده)

The mountain town of Canton **is** at an elevation of 6,000 feet. It **is surrounded** by thick underbrush and pine trees.Because of six years of drought, these plants **are** a major fire hazard. Thousands of trees and tons of underbrush **are going to be removed** over the next five years at a minimum cost of $3 million. The brush **will be removed** first, then the trees **will be toppled and removed**

Residents **look forward to** the work, because it **will help** their town survive a future inferno. "But there **are** two problems," **said one** resident. "All the extra trucks **are going to make** traffic pretty bad. Once the area **is cleared**, we **have to make sure** dirt bikers **don't try to make** the cleared area their personal playground."

A recent fire **burned** 4,000 acres and **destroyed** 11 homes in nearby Hamilton. The fire **was raging** toward Canton, but a sudden rainstorm **put it out.**

Residents **know** that they **won't get** lucky twice, so they **are looking forward** to this massive clearing operation.

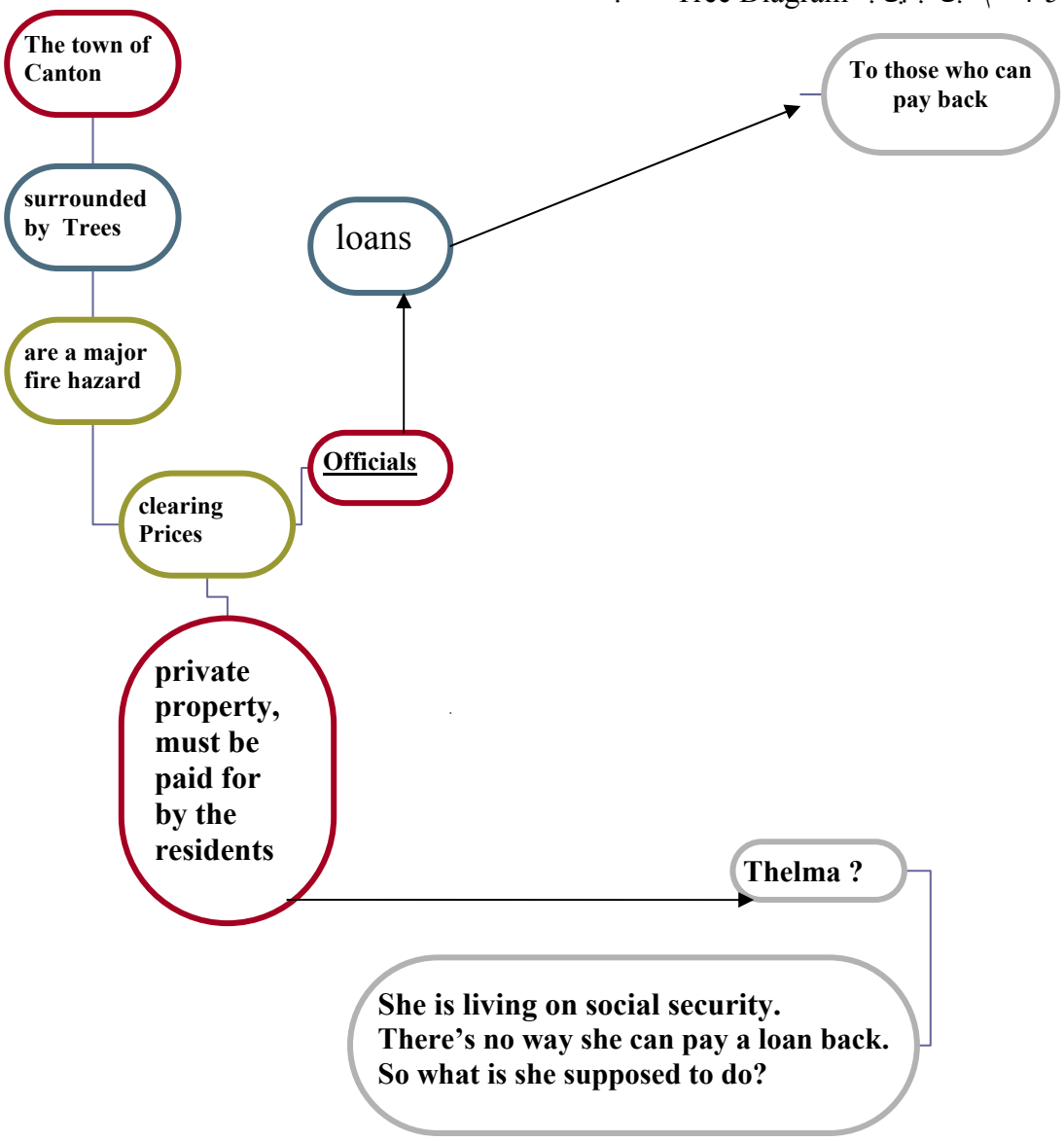
Ninety percent of the cutting and clearing **will be paid** with federal funds. Unfortunately, if the trees **are** on private property, they **must be paid for** by the residents themselves. Prices **can range** as high as $1,000 **to cut and remove** one tree. Officials **say** that residents can apply for state and federal loans if necessary.

"Well, what good **does that do** me?" **asked** Thelma, a 65-year-old widow. "I'**m living** on social security. I**'ve got** four trees on my property. The government**'s not going to loa**n me money when they **kno**w there's no way I **can pay** it back. So what **am I supposed to do**? These planners with all their big ideas **ought to think** of the little people."

-جمله ها را بر حسب نهاد در جدول دسته بندی کنید.

نهاد	گزاره
The mountain town of Canton	1-is at an elevation of 6,000 feet. 2-It is surrounded by thick underbrush and pine trees.
these plants/ Thousands of trees and tons of underbrush	are a major fire hazard. are going to be removed will be toppled and removed
the cutting and clearing Prices	1-will be paid with federal funds 2-can range as high as $1,000
Officials	1-say that residents can apply for state and federal loans if necessary. 2-The government's not going to loan me money when they know there's no way I can pay it back. 3-ought to think of the little people."
Thelma	1-living on social security. 2-got four trees on my property. 3-there's no way I can pay it back. 4-So what am I supposed to do?

جدول 5-4 هم قابل تبدیل به Tree Diagram است.



تمرین کلی آخر: با توجه به جدول 5-3 ،متن زیر را بخوانید.

Learn How to Learn

Graphic organizers (some of which are also called concept maps, entity relationship charts, and mind maps) are a pictorial way of constructing knowledge and organizing information. They help the student convert and compress a lot of seemingly disjointed information into a structured, simple-to-read, graphic display. The resulting visual display conveys complex information in a simple-to-understand manner.

Increasing Understanding by Creating Graphic Organizers:

The process of converting a mass of data/information/ideas into a graphic map gives the student an increased understanding and insight into the topic at hand. To create the map, the student must concentrate on the relationships between the items and examine the meanings attached to each of them. While creating a map, the student must also prioritize the information, determining which parts of the material are the most important and should be focused upon, and where each item should be placed in the map.

The creation of graphic organizers also helps the student generate ideas as they develop and note their thoughts visually. The possibilities associated with a topic become clearer as the student's ideas are classified visually.

Uses of Graphic Organizers :

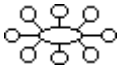
Graphic organizers can be used to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming.

Adding color-coding and/or pictures to a graphic organizer further increases the utility and readability of the visual display.

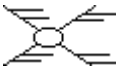
How to Choose a Graphic Organizer for Your Topic/Task:

The task at hand determines the type of graphic organizer that is appropriate. The

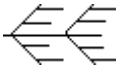
following is a list of common graphic organizers - choose the format that best fits your topic.

Star: 

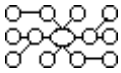
If the topic involves investigating attributes associated with a single topic, use a star diagram as your graphic organizer. Example: Finding methods that help your study skills (like taking notes, reading, doing homework, memorizing, etc.).

Spider: 

If the topic involves investigating attributes associated with a single topic, and then obtaining more details on each of these ideas, use a spider diagram as your graphic organizer. This is like the star graphic organizer with one more level of detail. Example: Finding methods that help your study skills (like taking notes, reading, memorizing, etc.), and investigating the factors involved in performing each of the methods.

Fishbone: 

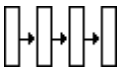
If the topic involves investigating multiple cause-and-effect factors associated with a complex topic and how they inter-relate; use a fishbone diagram as your graphic organizer. Example: Examining the effects of improved farming methods.

Cloud/Cluster: 

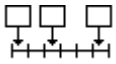
If the topic involves generating a web of ideas based on a stimulus topic, use a clustering diagram as your graphic organizer. Example: brainstorming.

Tree:

If the topic involves a chain of events with a beginning and with multiple outcomes at each node (like a family tree), use a tree as your graphic organizer. Example: Displaying the probabilistic results of tossing coins.

Chain of Events: 

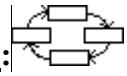
If the topic involves a linear chain of events, with a definite beginning, middle, and end, use a chain of events graphic organizer. Example: Analyzing the plot of a story.

Continuum/Timeline: 

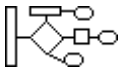
If the topic has definite beginning and ending points, and a number of divisions or sequences in between, use a continuum/timeline. Example: Displaying milestones in a person's life.

Clock:

If the topic involves a clock-like cycle, use a clock graphic organizer. Example topic: Recording the events in a typical school day or making a story clock to summarize a story.

Cycle of Events: 

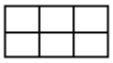
If the topic involves a recurring cycle of events, with no beginning and no end, use a cyclic graphic organizer. Example topic: Documenting the stages in the lifecycle of an animal.

Flowchart: 

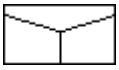
If the topic involves a chain of instructions to follow, with a beginning and multiple possible outcomes at some node, with rules at some nodes, use a flowchart. Example: Computer programmers sometimes use flowcharts to organize the algorithm before writing a program.

Venn Diagram:

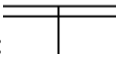
If the task involves examining the similarities and differences between two or three items, use a Venn diagram. Example: Examining the similarities and differences between fish and whales, or comparing a book and the accompanying movie.

Chart/Matrix Diagram: 

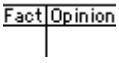
If the task involves condensing and organizing data about traits of many items, use a chart/matrix. Example: Creating a display of key inventions, who invented them, when, where and why they were invented, etc.

Y-Chart Diagram: 

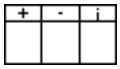
If the task involves analyzing and organizing with respect to three qualities, use a Y-Chart. Example: Fill out a Y-Chart to describe what you know about an animal, including what it looks like, what it sounds like, and what it feels like. Or describe a character in a book, including what the character looks like, sounds like, and how the character feels.

T-Chart Diagram: 

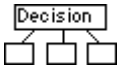
If the task involves analyzing or comparing with two aspects of the topic, use a T-Chart. Example: Fill out a T-Chart to evaluate the pros and cons associated with a decision.

Fact/Opinion: 

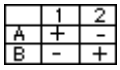
If the task involves distinguishing the facts vs. the opinions in a theme or text, use fact/opinion charts. Example: Fill out a fact/opinion chart to evaluate the facts and opinions presented in a news article.

PMI Diagram: 

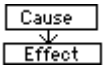
If the task involves analyzing the plusses, minuses, and implications of a decision or an action, use a PMI Chart. Example: Fill out a PMI Chart to help evaluate the positive, negative and interesting points associated with taking a new job.

Decision Making Diagrams: 

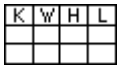
If the task is making a decision, use a graphic organizer to enumerate possible alternatives and the pros and cons of each. Example: Fill out a decision making diagram to help decide which elective courses you'd like to take next quarter.

Semantic Feature Analysis Charts: 

If the task is comparing characteristics among a group of items, use Semantic Feature Analysis . Example: Fill out a Semantic Feature Analysis chart to compare and contrast the care needed for various pets.

Cause and Effect Diagrams: 

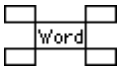
If the task is examining possible causes and effects in a process, use a cause and effect graphic organizer. Example: Fill out a cause-and-effect diagram to trace the steps in a feedback loop.

KWHL Diagram: 

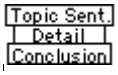
If the task involves analyzing and organizing what you know and what you want to learn about a topic, use a KWHL chart. K stands for what you already KNOW about the subject. W stands for what you WANT to learn. H stands for figuring out HOW you can learn more about the topic. L stands for what you LEARN as you read. Example: Fill out a KWHL chart before, during, and after you read about a topic.

Pie Charts:

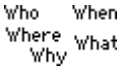
If the task involves showing divisions with a group, use a pie chart. Example: Draw a pie chart to show what percentages of a population have blue eyes, green eyes, or brown eyes.

Vocabulary Map: 

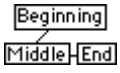
Graphic organizers can be useful in helping a student learn new vocabulary words, having them list the word, its part of speech (noun, verb, adjective, adverb, etc.), a synonym, an antonym, a drawing that represents the word, and a sentence using the word.

Paragraph Structure: 

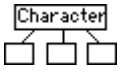
These graphic organizers help you organize the structure of a paragraph, including a topic sentence, sentences with support details, and a conclusion sentence.

5 W's Diagram: 

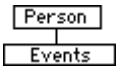
If the task involves analyzing the Five W's (Who, When, Where, What, and Why) of a story or event. Example: Fill out a 5 W's Chart to help evaluate and understand the major points of a newspaper story.

Story Map: 

Story maps can help a student summarize, analyze and understand a story or event.

Character Traits: 

Graphic organizers help the student identify the traits of fictional characters by looking at events surrounding the character in the text.

Biography Diagrams 

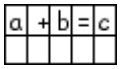
Graphic organizers are useful to help prepare for writing a biography. Before writing, the graphic organizer prompts the student to think about and list the major events in the person's life.

Animal Report Diagrams:

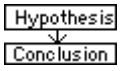
Many graphic organizers are useful to help prepare for writing a report on animals. Before writing, the student should think about and list the major topics that will be researched and covered in the report.

Geography Report Diagrams:

These graphic organizers are useful to for doings a short report on a country or other area. The student draws a map and flag, and looks up basic information on the area.

Math Diagrams: 

Many graphic organizers are useful to learn and do math, include Venn diagrams, star diagrams, charts, flowcharts, trees, etc.

Scientific Method Diagrams: 

Graphic organizers used to prepare and organize a scientific experiment.

ضمیمه

Abstract Noun

اسم انتزاعی ، مجرد ، معنی: این کلمه در مقابل اسامی ذات می آیدو به اسامی غیر فیزیکی مثل کیفیتها ، وضعیت و اعمال اطلاق می شود. مانند :

Happiness, idea, punishment

تعاریف کلی و انتزاعی ، مفاهیم این اسامی را از محدودیت زمان و مکان خارج کرده است و به آنها قابلیت کاربرد

عمومی تر داده است. اسامی از نظر درجه انتزاعی بودن متفاوت هستند. به مثال زیر دقت کنید:

اسم انتزاعی: سازمان اجتماعی

اسم جنس یا گروه: دبیرستان

اسم محسوس یا ذات: دبیرستان مروی تهران

با چنین تعریفی اسم جنس (که در فارسی نوعی اسم ذات است) درانگلیسی در زمره اسم معنی قرار می گیرد.

Adjectival Noun

صفت جانشین اسم: صفتی است که بجای اسم بکار می رود. مثل:

The poor, the rich, the old

Adjective

صفت: کلمه ای است که شی ، کیفیت ، وضعیت یا عملی را در نقش اسم توصیف می کند. مثل:

A heavy bag

The bag is heavy.

These books make the bag heavy.

The bag seems heavy now.

Adverb

قید: کلمه ای است که معنی فعل ، صفت ، یا قید یا جمله ای را توصیف کند . قید به سه گروه زیر تقسیم می شود:

Adjunct

قیو د ضمیمه جزو ساختار اصلی جمله هستند و فعل را توصیف می کنند.قیود زمان ، مکان ، تکرار ، درجه و حالت از این دست هستند.

Conjunct

قیود اتصال یا قید جمله: قید هایی هستند که از نظر معنی یک جمله را به جمله دیگر مر بوط می کنند. مثل:

Although, however

Disjunct(Interjections)

قیودی هستند که نگرش یا ارزشیابی نسبت به جمله را نشان می دهند.

Naturally, I paid for my own meal.

I had to pay for my own meal, unfortunately.

Adverb particles

حرف قید : حرفی است که اگر با اسم بیاید به آن حرف اضافه می گویند و اگر با فعل بیاید به آن حرف قید می گویند. مثل:

Get out!

Apposition

بدل: وقتی دو کلمه ، عبارت یا جمله واره در جمله ایی یک مرجع دارند بدل هم هستند. مثل:

My sister, Helen Wilson, will travel with me.

Article

حرف تعریف: کلمه ای است که قبل از اسم می آید و معرفه و نکره بودن آنرا تعیین می کند. زمانی که هیچ نوع حرف تعریفی قبل از اسم نمی آید به آن اسم با حرف تعریف صفر (Zero Article noun)می گویند مثل اسامی انتزاعی:

Cats like sleeping.

Silver is a precious metal.

Attributive Adjectives

صفاتی که قبل از اسم می آیند:.A good book

Predicative adjectives

صفاتی که بعد از اسم می آیند:.The book was very good

Auxiliary Verbs

فعل کمکی : فعلی است که با فعل دیگر بکار می رود و عملکردهای زیر را دارد:

وجه، معلوم یا مجهول بودن، زمان ، شخص . افعال کمکی دو نوع هستند:

آنهایی که بر حسب زمان و شخص تغییر می کنند. مثل:

Be/have/do

و آنهایی که تغییر ندارند. مثل:

Will/can/may (modals)

Clause

جمله واره: گروهی از کلمات هستند که یک واحد دستوری را می سازندو دارای نهاد و فعل مشخص (غیر مصدری) هستند.جمله واره می تواند نقش اسم، صفت یا قید را بپذیرد.

Phrase

عبارت: عبارت چند کلمه است و فعل ندارد.عبارتها را بر حسب کلمه اصلی شان نام گذاری می کنند مانند : عبارت اسمی و عبارت فعلی.

Cleft Sentences

جمله شکسته: جمله ایی است با دو قسمت که هر قسمت فعل خود را دارد. این جملات به منظور تاکید می آیند. در این جملات از نهاد کاذب استفاده می شود.

It was Mary that Mrs. Smith gave the dress to.

جملات شکسته کاذب هم وجود دارد که در آنها از جمله واره هایی با موصول استفاده می شود.

A good holiday is what I need.

What I need is a good holiday.

Comparative clause

جمله واره قیا سی: جمله واره ایی است که جمله پایه با آن مقایسه می شود.

Than /as...as در ابتدای اسن جمله وار ها قرار می گیرند.

Tom is much taller than John is.

Jane doesn’t write as neatly as Fiona does.

Complement

متمم: بخشی از جمله است که بعد از فعل آمده و معنی آنرا کامل میکند. متمم جزو ارکان جمله است و به انواع زیرمی باشد:

Subject complement: ----------She is <u>a doctor</u>.

Object complement:---------- We made her <u>the chairperson.</u>

Adjective complement:---------- I am glad <u>that you can come.</u>

Prepositional complement: ----------They argued about <u>what to do</u>.

Complex sentence

جمله پیچیده جمله ایی است که علاوه بر یک جمله پایه ، یک یا چند جمله پیرو دارد.

When it rained, we went inside.

Compound sentence

جمله مرکب: جمله ای است که از دو جمله پایه که توسط حرف ربط به هم ارتباط پیدا می کنند ساخته شده است.

I'll either phone you or I will send you a note.

Conditional

شرط: نوعی وجه Mood/Mode است که وضعیت فرضی یا تصوری بوجود می آورد.

Conjunction

حرف ربط: برای متصل کردن بکار می روند. مثل:

But/and/so that/as long as/ as if

دو نوع حرف ربط وجود دارد:

مواردی که دو جمله پایه را به هم متصل می کنند.

It rained but I went for a walk.

مواردی که حرف ربط جمله ایی را پیرو جمله دیگر می کند:

I knew that he was lying.

Unless it rains, we'll play tennis at 4 o'clock.

Linking verb/Copula

فعل ربطی:فعلی است که یک اسم را به متمم ربط دهد.

He is sick.

She looked afraid.

Demonstrative

اسم اشاره: ضمیر یا حرف تعریفی است که دوری و نزدیکی چیزی را برساند. مثل:

This , that, these, those

Determiner

حرف تعیین : کلمه ای است که با یک اسم بکار می رودو معنی اسم را محدود می کند. مثل کلمات زیر:

الف) حرف تعریف:

A pencil, the garden

ب) صفت اشاره:

That car, this boy

ج) صفات ملکی:

Her house

د) صفت مقدار:

Some milk

ه) اعداد:

Three chairs

Double negative

منفی مضاعف: در زبان انگلیسی دو جز منفی در یک جمله بکار نمی رود.

I never see nothing.

باید بدانیم این جمله معنی مثبت ندارد و اگر در لهجه های خاص به کار رود صرفا برای تاکید است.

Finite Verb

فعل مشخص: فعلی است که زمان و شخص را نشان می دهد. مثلا:

We want to leave.

Formal Speech

کلام رسمی: گوینده در انتخاب کلمات و ساختار جمله ها و حتی تلفظ به کد های اجتماعی توجه می کند.

Function

هدف کلام را عمل آن می گویند. در خواست ، عذر خواهی ، پیشنهاد ، تعارفات ، اهداف کلام هستند. نمی توان این جملات را بر حسب دستور زبان ساخت بلکه جملات کلیشه ایی هستند.زبان غالبا سه عمل اصلی دارد:

Descriptive

توصیفی

Expressive

بیان احساس

Social

اجتماعی: عملکرد اجتماعی زبان همان Function است.

Gerund

اسم مصدر: فعلی است که ING به آن اضافه شده و نقش اسم را بازی می کند.

Swimming is good for you.

I like swimming.

فعل با ING میتواند یکی از اقسام زیر باشد:

1- اگر بتوان جمله را با FOR ساخت ، اسم مصدر است و می تواند مثل هر اسمی جمع بسته شود یا حرف تعریف بگیرد.

I need an ironing board.

I need an ironing board for ironing.

2- اگر بتوان VERB+ING را با Which is به کار برد، فعل در زمان استمراری بکار برده شده:

I saw a burning house.---------->I saw a house which was burning.

I need an ironing board.---------->I need a board which is ironing.(incorrect)

3- اگرVERB+ING با قیود بکار رود ، صفت فاعلی است.

I read an interesting book.---------->I read a very interesting book.

I need an ironing board---------->I need a very ironing board.(incorrect)

I saw a burning house.---------->I saw a very burning house.(incorrect)

Idiom

اصطلاح: واحد مجزایی است که معنی آن از روی معنی تک تک اجزای آن به دست نمی آید. مثلا:

He washed his hands of the matter.

یعنی او دیگر به موضوع کاری نداشت.

Impersonal Construction

ساختار بدون نهاد: نوعی جمله است که در آن بطور واضح ذکری از نهاد به میان نمی آید. مثل:

It’s cold.

که منظور از it هواست.

Infinitive

مصدر: فعل بدون زمان و شخص را می گویند.

Intensifier

قید درجه: قیدی است که برای قیود یا صفات قابل درجه بندی شدن می آید. صفتی که قابل درجه بندی نیست و قانون همه یا هیچ بر آن حاکم است قید درجه نمی گیرد. مثل صفت"مرده" . یعنی نمی توان گفت او خیلی مرده است. یا او کمی مرده است ولی می توان گفت او مرد بسیار درستکاری است یا او کمی درستکار است.

The book is very good.

Modifier

کلمه یا گروهی از کلمات که اطلاعات بیشتری در مورد کلمه دیگر می دهند. این کار در هر سه نوع عبارات اسمی ، فعلی ، و وصفی رخ می دهد.

The cat with a stumpy tail

This expensive camera

Mood

وجه: شکل فعل وجوهی را بوجود می آورد به شرح زیر:

Indicative

خبری و پرسشی

Imperative

امری

Subjunctive

شرطی

Object

اسم ، عبارت اسمی یا جمله واره اسمی یا ضمیری است که با افعال متعدی می آیدو تحت تاثیر فعل است. هنگام ساخت جمله مجهول هم مفعول مستقیم و هم مفعول غیر مستقیم می تواند در محل نهاد قرار بگیرد.

Paragraph

واحد تفکر نویسنده است که از چند جمله ساخته شده است.

Parts of speech

نقش نحوی یا ترکیبی کلمه ها: نقش نحوی کلمه بر حسب موارد زیر تعیین می شود:

1-معنا

2- شکل

3-عمل

Perfect

حالتی از زمان است که فقط در ارتباط با شرایط و جملات دیگر مشخص می شود. مثل زمان حال کامل یا ماضی کامل.

Phrasal verb

افعال چند قسمتی: در اینجا حروف به فعل اضافه می شوند و معنی آنرا تغییر می دهند.

Turn off the light.

Turn it off.

Proper noun

اسمی است که به فرد ، محل ، یا شی خاص اطلاق می شود.

Stative verb

افعالی که حالت استمرار ندارند. مثل:

Believe, have, belong, contain, cost, differ, own

Verb

بخشی از گزاره یا خبر است و دارای مفاهیم زمان ، وجه، تعداد، و حالت یا عمل است.

Tom and Mary <u>are called to attend</u> the interview.

انواع فعل عباتند از:

active
perfective
progressive
auxiliary
dummy
modal
passive
base form
copular
ditransitive
-ed participle
helping (auxiliary)
infinitive form
inflection
-ing participle
lexical (main)
nonfinite
semi-auxiliary
verb phrase

Verb Phrase

دو تعریف از عبارت فعلی شده است: عبارتی که دارای فعل اصلی و کمکی است و عبارتی که دارای فعل اصلی و کمکی و کلیه متمم ها و توصیف کننده های مرتبط است.

*A phrase consisting of a verb and its auxiliaries, as should be done in the sentence The students **should be done** with the exam by noon.

*A phrase consisting of a verb, its auxiliaries, its complements, and other modifiers, as should be done with the exam by noon in the sentence The students **should be done with the exam by noon.**

Voice

بنا: ارتباط فعل و نهاد (مفعول یا فاعل) را بیان می کند. معلوم و مجهول دو نوع "بنا" هستند.

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In the name of God

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